

Point of View

By Patricia Nelson Limerick

YOU ARE, let's say, a historian of the United States. You are a busy person; classes, research, and committees keep you hopping. Adding to your burden is a flood of new books and articles, many of them on topics related to racial and ethnic groups. Historical scholarship is becoming steadily more multicultural, while your time to read is becoming steadily more limited. Consider your choices:

Choice 1: You can say to your students, your colleagues, and the world: "Look, I am doing the best I can, but people are publishing books and articles faster than I can read them. A lot of this material treats subjects that are new to me, and I feel sometimes as though I've been sent back to graduate school. I just can't keep up, and that makes me uncomfortable and embarrassed."

Choice 2: You can say, "I am very troubled by the threat to national unity posed by multicultural studies. By paying so much attention to the history of minorities and women, we are putting traditional American values under dangerous stress and sowing divisiveness. We must resist this alarming trend toward fragmentation and return to the study of our common heritage."

These statements seem to be very different, but they are actually two ways of saying the same thing, two ways of conveying a similarly grumpy response to the same dilemma. Choice 1 has its charms: The relief of public confession, the disarming power of honesty, and the chance for solidarity with equally beleaguered readers. But that choice seems to require an unambiguous sacrifice of professorial dignity. If, instead, you take Choice 2, you can keep your dignity safe behind the protective camouflage of the wise and reflective expert, rendered grumpy not for your own benefit, of course, but on behalf of a troubled nation.

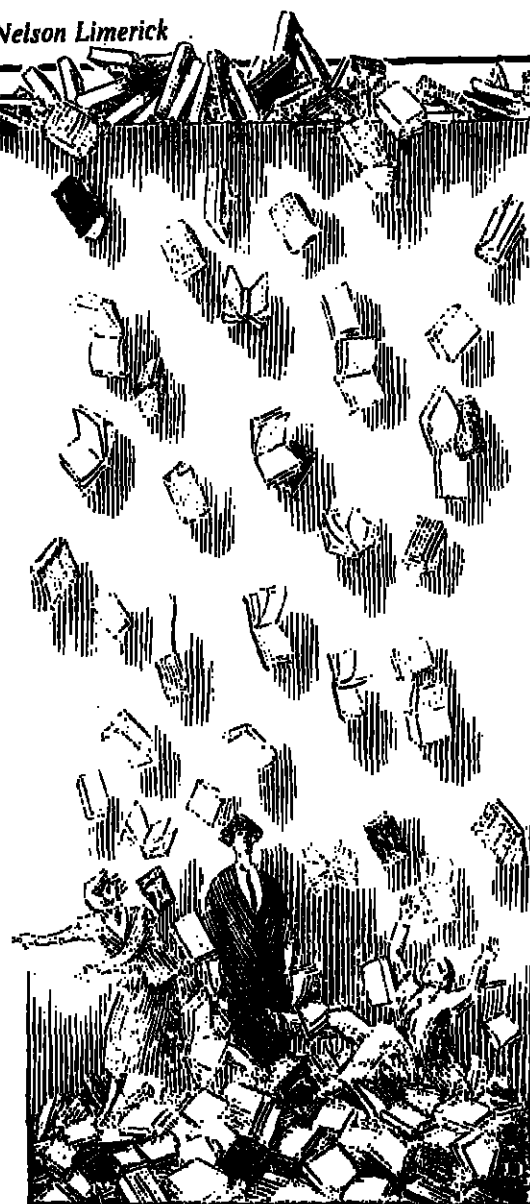
Grumpiness, I would argue, is the natural right of the overworked. Current conditions in universities and colleges give professors a full and inarguable claim to this right. But with it comes responsibility: the responsibility to identify clearly the source of one's bad humor.

In the current "culture wars" over canons, political correctness, and multiculturalism, the right to express ill temper has been freely exercised. But the accompanying responsibility to identify its cause has had considerably fewer adherents.

Traced to their source, many of the complaints about multiculturalism stem from the fundamental fact that there is too much to read. Even if, for instance, one decided that American history was essentially the history of white people, and of powerful white male officials at that, the enterprise of keeping up would still be hopeless. One faces biographies of Presidents, cabinet members, diplomats, generals, Senators, Congressmen, lobbyists, and Supreme Court Justices; studies of foreign and domestic policy making by Presidents and Congress; monographs analyzing legislation, litigation, and diplomatic maneuvering. Reading one year's worth of scholarship in these areas would be a lifetime assignment.

The refrain, "I cannot keep up with my reading!" has traditionally been the melancholy song of the student, often the mediocre student. A professorial confession of shared sin—"You can't keep up with the reading? Well, my goodness, we've got something in common; I can't either!"—would seem to encourage the students in their worst habits.

Happily for me, the first professor that I had as an undergraduate—Jasper Rose at the University of California at Santa Cruz in the fall of 1968—was a man who had made his peace with the dilemma of the late-20th-century scholarly reader, while losing nothing in the way of authority. In a phrase I've remembered for years, Mr. Rose laid out the facts in his first lecture in a course on Western civilization: "Catastrophes and catastrophes of books," he told us, "are flooding off the presses. Pick any field you like, duckies, but you will never catch up."



BOB DARN FOR THE CHRONICLE

Information Overload Is a Prime Factor in Our Culture Wars

Mr. Rose did not mean this to be a message of gloom, but of realism. "You have already lost this race," he told us, "so don't trouble yourselves about winning it. Just keep reading."

Even as I welcomed this advice in 1968, forces were at work that have deepened my gratitude. Colleges and universities have sanctified research as the measure of merit; everywhere, pressure to publish has risen. Social issues raised by events in the 1960's have dictated that much of that research would focus on groups previously treated as invisible and insignificant.

Thus the "catastrophes and catastrophes of books pouring off the presses," already at flood-tide when Jasper Rose gave his lecture, have since grown in volume. And, in ways that Mr. Rose may or may not have seen coming, the dimensions of this waterfall would widen. In American history, studies of Indian, Hispanic, African-American, and Asian-American people, along with workers and women of all ethnicities, poured into a channel already filled with studies of more conventional topics.

In the 1990's, barely a day passes when I do not have a fit of gratitude for Mr. Rose's warning and for the example he set. Without it, I might think that my miserable failure to keep up was just a sign of how poorly I managed my time. Worse, without his example, I might labor under the widespread misconception that admitting my frailties in public would weaken my authority as a teacher.

Authority need not erode; the modern reader's dilemma is simply too common a phenomenon to occasion shame and self-reproach. When did it become impossible to keep up with one's reading? My colleague in

medieval history at the University of Colorado, Steven Epstein, offers this estimate. In 1700, he thinks, an educated person in Western Europe could read what was worth reading. By 1800, a flood of publications had put such comprehensiveness out of reach, even for the most energetic readers. As late as 1900, however, it was still possible to keep up with a particular field of human inquiry. But now, close to the year 2000, "mastery" of any field is a dream one hundred years out of date.

I ask, then, that we recognize that much of the grumpiness currently aimed at studies of gender, race, class, and ethnicity is, in fact, a response to a vast, worldwide rush to publish information. We face a problem in common and its real name is "information overload," not "gender and ethnic diversity." The situation challenges scholars to find ways to rely on each other and on our students, ways to serve each other as scouts, to help each other select what we will read since we cannot read everything.

Book reviews, for instance, could certainly use some stiffening of the spine. Too many simply summarize a book and bow in the direction of its "contribution" to the field. There is no reason why reviews could not include a response to the question, "If one is short on time, is this a book worth reading, and if so, why?" Professional conventions and conferences also could experiment with ways to help scholars share judgments—arranging opportunities to swap lists of "the 20 best and most useful books" or setting up "bibliography booths" where teachers of courses such as the American-history survey could trade ideas and suggestions.

WE COULD trust our talented students as scouts. Once trained in the intelligent appraisal of scholarship, they could read books that their teachers have not read and then write reviews that serve a useful purpose besides fulfilling a course requirement. Professors, graduate students, and undergraduates could all listen to each other in ways that we have not yet imagined.

For decades, many fields of scholarship paid little attention to the existence of women and minorities. One cannot expect the shifting of gears to be smooth or graceful, and some of the complaints about multiculturalism today reflect the discomfort of this transition. But American society is already oversupplied with ill temper on the subject of race and gender. In most of their debates over multiculturalism, scholars have simply added to an already overflowing reservoir of national grumpiness. Meanwhile, unaltered by those debates, the list of things that one ought to read grows like a tick in a horror movie.

An honest admission of this close-to-universal frustration would dispel much of the bad humor that currently flavors discussions of multiculturalism in history, literature, and many other fields. The bad humor reduced, the good news comes to the fore: A multicultural approach is, simply, a more accurate way of telling and interpreting the planet's complicated stories. In the intertwined stories of people of diverse origins and perspectives lies the basis of our true national and global identity. Time spent lamenting the fact that there are many pieces to the puzzles of history, society, economics, literature, art, and religion is time that we cannot spend in putting the pieces of the puzzle together.

Let us, then, take Choice 1 and make a collective, open admission of the hopelessness of the late-20th-century reader's task. That admission made, we are released from the burdens of denouncing the politically correct and incorrect, of wrestling over property rights to various fields of inquiry, of yearning for the restoration of a golden age of national harmony that never existed. With the time and energy thus liberated, we may actually have a chance to read.

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Quote, Unquote

News Summary: Page A3

"Most colleges and universities are really taking it on the chin these days."

A vice-president of the American Council on Education: A26

"Like all distinctive anthropological moments, conventions help us celebrate the comings and goings in our lives that give special delight, special pain."

A professor, on the annual rite of the scholarly meeting: C5

"We're being squeezed. We're faced now with closing facilities, dropping program directions."

An official at the Los Alamos National Laboratory: A6

"We have done our best to fashion a good bill within the constraints of our budget allocations."

Rep. William H. Natcher, on a bill that will cut Pell Grants: A18

"We have always needed more places where students learn the bread and butter of life fast, so they then can confront the tyranny of liberal arts on their own terms."

The president of the Fashion Institute of Technology: A6

"I can't imagine how many Nobel Prize winners have died unrewarded in the inner city."

A student, on a program helping him pursue a career as a teacher: A27

"If we have only a few billion dollars to spend on the next anti-poverty program, I'd put all of it into efforts at school reform and improvements in public education."

A professor of economics: B1

SECTION 1 PAGES A1-36

Athletics A29-30

Business & Philanthropy A25-26

Casualty A34

Government & Politics A14-24

Information Technology A13

International A31-33

Personal & Professional A12

Scholarship A8-11

Students A27-28

SECTION 2 FOLLOWS PAGE A18

Bulletin Board B7-36

Opinion, Letters, Arts B1-6

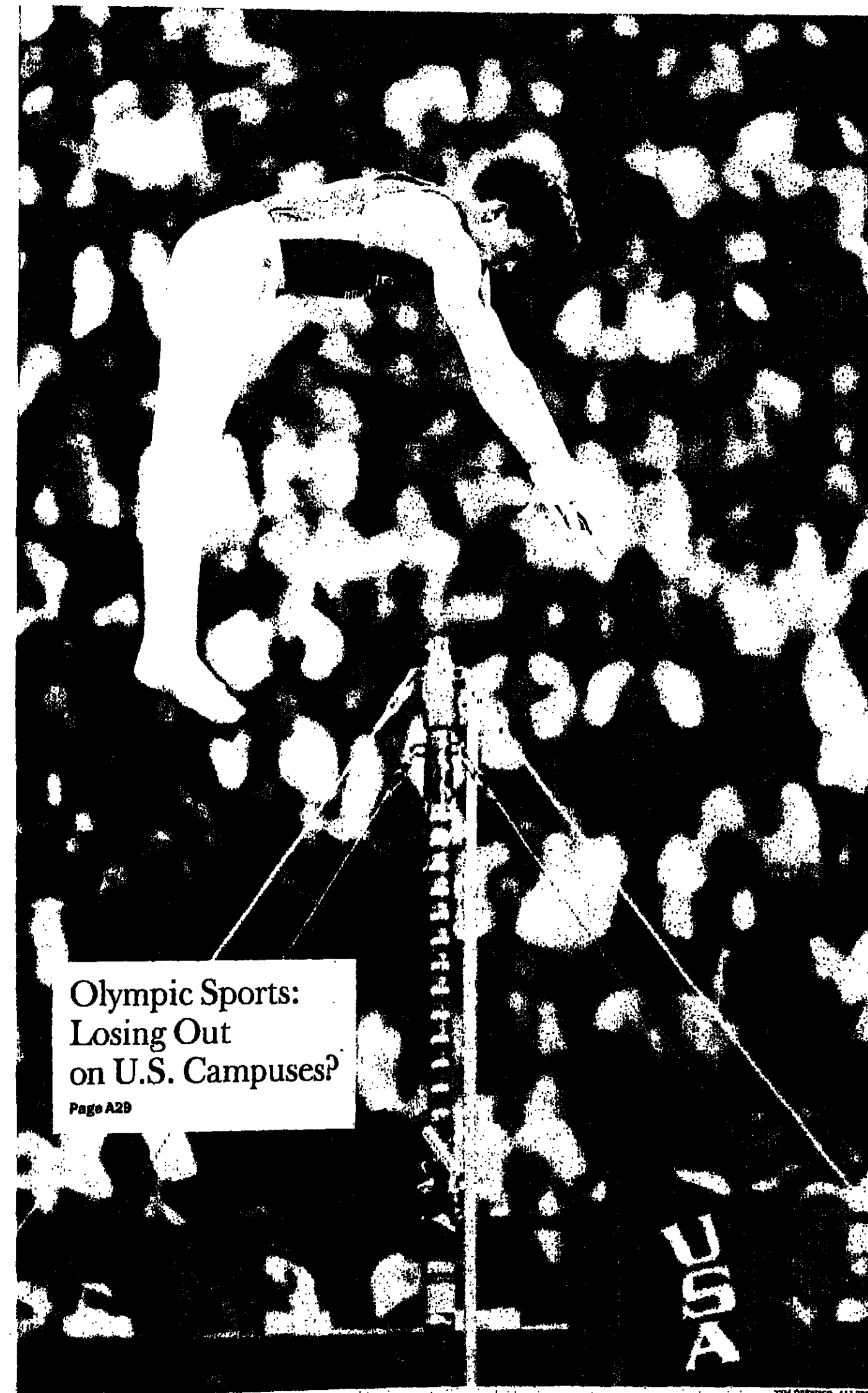
SECTION 3 FOLLOWS PAGE B18

Calendar Events C22

Columns C48

Olympic Sports: Losing Out on U.S. Campuses?

Page A29



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This Week in The Chronicle

August 5, 1992

Scholarship

RETHINKING NUCLEAR-WEAPONS RESEARCH

The end of the cold war has eroded the primary mission of the country's two leading laboratories for the design of new nuclear weapons: A6
Scientists at the two facilities search for civilian uses for their military innovations: A9

TEXACO COPYRIGHT CASE

A ruling that companies must get permission to photocopy journal articles could lead to stepped-up activity at the Copyright Clearance Center: A8

A psychologist studies how dancers learn movement: A6
Researcher finds reasons for working mothers to relax: A6
Hot Type: A10
38 new scholarly books: A10

Personal & Professional

FACULTY MEMBER'S COURTROOM VICTORY

A court let stand a \$1.4-million award in a race-bias suit against the Claremont U. Center: A12

PASSIONATE ADVOCATE OF VOCATIONAL EDUCATION

Marvin J. Feldman is retiring after 20 years as president of the Fashion Institute of Technology: A5

Rap singer barred from performing at Alabama college: A4

Landmark bias case is settled by Penn: A4

Administrator pleads guilty to stealing \$326,000 in aid: A4

U. of South Florida unveils first solar carport: A4

Wright State U. allows bungee jumping on campus: A4

Judge rules in Rutgers's Social Security privacy case: A6

Bemington trustees deny tenure to professor: A12

Five new books on higher education: A12

Information Technology

Laboratory to study technology for libraries: A13

Views differ on role of electronic libraries: A13

Four new computer programs; one new optical disk: A13

Government & Politics

'DUAL-EDGED SWORD' FOR 2-YEAR COLLEGES

They wonder what to ask voters for, how to win, and how to mend their image in the face of defeat: A14

NEW REQUIREMENTS FOR ACCREDITORS

The higher-education reauthorization act requires regional agencies to monitor colleges' compliance with student-aid rules: A15

NEW MOVE AGAINST FETAL-TISSUE-RESEARCH BAN

Lawmakers are trying a new strategy to overturn the ban on federal financing of such research: A16

HOUSE VOTES BILL TO CUT PELL GRANTS

The bill cuts the grants by \$100 and trims other student-aid programs by 1 per cent: A18

Bush and Clinton get an invitation to obstacle course: A14

SSC supporters get a boost from Bush visit: A14

La. higher-education chief under fire from alumni group: A16

Texas board seeks 'performance based' budgets: A16

Tax bills important to colleges advance in Congress: A17

House approves continued support for space station: A17

Office of Naval Research announces reorganization: A17

Law permits release of reports on campus crime: A24

Business & Philanthropy

80% OF COLLEGES HIT BY BUDGET CUTS

Financial pressures force many to raise tuition, freeze faculty hiring, offer fewer sections of courses, or delay repairs, a survey shows: A25

ACCOUNTING BOARD TO EASE GUIDELINES

The Financial Accounting Standards Board will soften some proposed rules that had alarmed private colleges and other non-profit groups: A26

THIS WEEK'S HIGHLIGHTS

Wanted: Minority Teachers

A program at Phillips Academy (Andover) helps minority students to seek advanced degrees and become high-school or college teachers: A27

Students at the Andover Institute



Dealing With the Political Mantra, 'No New Taxes'

Educators say college officials should carefully weigh what to ask voters for, when to ask, how to win, and how to restore a college's image in the face of defeat: A14



Fostering 'Pacific-Mindedness'

The new director of the East-West Center in Hawaii seeks to convey to Americans their "common destiny" with the vast region of the Pacific Rim: A31

Michel Oksenberg of the East-West Center

Events
IN ACADEME

A SPECIAL SECTION

- The annual rite of the scholarly convention: C5
- Nightmares of planning a perfect meeting: C8
- Hundreds of coming events: C22

Donor to U. of Houston gets his gift back: A25
Berkeley chancellor is star of fund-raising appeal: A25
UCLA to manage Hammer museum and art collection: A26
Fund official has advice for grant applicants: A26
Library-conservation program going to U. of Texas: A26
Foundation grants; gifts and bequests: A26

Students

TEACHING CAREERS FOR MINORITY STUDENTS

A program at Phillips Academy encourages them to seek advanced degrees and to become high-school or college teachers: A27

Gun-shop owner links U. of Florida with letter to parents: A5
Miniature golf course is part of marketing-class project: A5
Berkeley students demand reopening of abortion clinic: A27
College Board won't restrict use of calculators on SAT: A27
Group at Occidental offers a safety net for gay students: A28

Athletics

U. of Miami students accused in aid scheme
U.S. investigators say 65 former and current students falsified financial-aid applications over a two-year period: A30

Cover: Olympic Sports
on Campuses Are Hurting

Coaches and officials in Olympic sports are questioning colleges' commitment to the U.S. Olympic effort: Page A29.

COLLEGES AND THE OLYMPICS

Budget cuts and NCAA rules are hurting college sports programs that have usually nurtured Olympic athletes, officials say: A29

U. of Ore. makes football coach the athletics director: A29
Coach says Clemson makes him a scapegoat: A29

International

FOSTERING 'PACIFIC-MINDEDNESS'

The new head of the East-West Center wants to make more Americans aware of the Pacific Rim: A31

BRAZIL MOVES TO ATTRACT SCIENTISTS

Its most prestigious university plans to employ foreign academics on the same terms as nationals: A32

RENEWAL OF BOYCOTT REJECTED IN SOUTH AFRICA

Two groups will not call for the resumption of academic sanctions against the country: A32

Science academy criticizes Russian for anti-Semitism: A31
Professor to head Sweden's university system: A31
Israel to consider proposals for an Arabic university: A33
Britain may phase out three-term academic year: A33
Australia to help Russian scientists immigrate: A33

Opinion & Arts

RESEARCH AND TEACHING CAN COEXIST

Recent reports of the permanent estrangement between the two functions are premature. Point of View: A36

SOCIAL SCIENTISTS AND THE PROBLEM OF POVERTY

They must recognize that its nature and causes do not fall neatly within the discipline's bounds. Opinion: B1

THE HISTORIAN AS GAG WRITER

Some of the best lines on *New Yorker* cartoons come from a professor at the U. of Mass. at Lowell: B4

MARGINALIA

Announcement at the University of Alabama:

**FACULTY FORUM
FERGUSON THEATER**
"A faculty forum will be held to discuss the proposed changes in the grading policy and the proposed addition to the core curriculum. All interested faculty are invited to attend."

The place was packed, we hope.

Memo to deans, department chair-people, and administrative officers at the University of California at Berkeley, from the Committee on Public Ceremonies:

"The 1992-93 academic year is officially the 125th anniversary year of the University of California, and it is especially Berkeley's 125th anniversary...."

"The 125th Anniversary is an infrequent opportunity to highlight positive contributions of the University of California and the Berkeley campus in particular."
So infrequent, notes a reader, it will never happen again.

Headline over an editorial in the *Iowa State Daily*:
VOTE OR YOU WILL LOOSE OUT
To us, that sounds like a pretty nice alternative.

From our very own newspaper:
"One evening in July, a truck carrying about 25 guerrillas entered the archaeologists' compound and knocked on the windows of their quarters."

And after it knocked, it pinged?

From *Nature* magazine, as quoted in *The Chronicle*:

"It is important for understanding what precisely Galileo may have been able to see of the solar system in the late 17th century."

A reader notes that since Galileo died in 1642, he may have had an angel's eye view.

Picture caption in *The Auburn [University] Plainsman*:

"State workers donned protective gear to investigate a site in Opelika in which hazardous levels of lead, arsenic and scrimony were found."

Protective gear won't shield you from that.

From *The Syracuse [University] Record*:

"The Syracuse University Compact states that it is 'designed to prioritize the aspirations of the institution in accordance with its central missions.'"

And make the rough places plain?
—C.G.

In Brief

Campus controversy over Sister Souljah



NORMAL, ALA.—Sister Souljah has sparked a controversy at Alabama Agricultural and Mechanical University without even opening her mouth.

The 21st Century Youth Lead-

ership Project, a community organization in Selma that runs a summer camp for black teenagers on the A&M campus, had scheduled the rap singer to appear at the campus last month.

But the university said it had never approved her visit and decided she couldn't perform.

"We were alerted that she was coming two days before she was going to perform," said John T. Gibson, vice-president for business and finance. Mr. Gibson said it was too late for the university to buy insurance for a show.

The directors of 21st Century, however, said they had alerted the university to Sister Souljah's appearance several months ago. Officials of the group said the university was merely trying to stifle Sister Souljah's message.

The university eventually approved the visit, provided that Sister Souljah would speak, not sing. But, as it turned out, her van broke down and she never made it to the campus.

Landmark bias case is settled by Penn

PHILADELPHIA—The woman whose discrimination complaint against the University of Pennsylvania led to a landmark Supreme Court decision has reached an out-of-court settlement with the university.

The case arose from a sex- and race-discrimination complaint filed with the Equal Employment Opportunity Commission in 1986 by Rosalie Tung. A former associate professor at Pennsylvania's Wharton School, Ms. Tung was denied tenure there. When the EEOC subpoenaed peer-review files in the case, the university re-

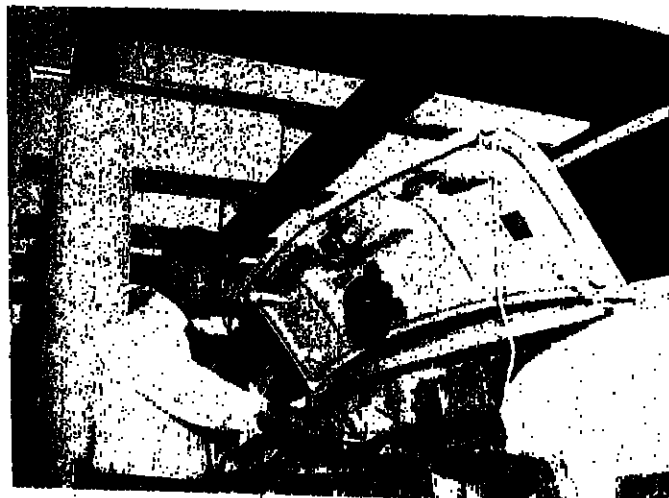
fused to release them, citing its policy of confidentiality. After a federal court ordered Pennsylvania to open its files, the university appealed to the Supreme Court.

The Court's ruling, which stated that universities could not withhold confidential peer-review documents from the EEOC, dealt a blow to a long-standing academic tradition. Ms. Tung, now a professor at Canada's Simon Fraser University, was pleased with the ruling. Her case, however, ended only with the recent settlement. Lawyers for both parties said that under the settlement terms, they had agreed not to discuss any financial award. The university also agreed to Ms. Tung's request that it publish a statement calling its review of her case "flawed."

Florida unveils first solar carport

TAMPA, FLA.—The University of South Florida's College of Engineering has unveiled the nation's first solar carport for electric vehicles. The 2,400-square-

foot carport serves as a charging station for cars and vans. Financed in part by the U.S. Energy Department, it has panels on its roof that can produce up to 20,000 watts. Below, Elias K. Stefanakos, chairman of the electrical engineering department, plugs in an electrical cord to charge a van's battery.



ERIC FULTON, U. OF SOUTH FLORIDA

University allows bungee jumping on campus

DAYTON, OHIO—Wright State University has taken the plunge into the business of bungee jumping, the newest thrill for adrenalin junkies that is fast gaining popularity around the country.

Last month Bungee Over Ohio, a jumping company, began selling leaps on the campus to students and others who paid \$69 to attach themselves to a giant rubber band and leap from a platform held 150 feet above a lake. The bungee-jumping company, owned by the son of the chairman of Wright

State's governing board, is believed to be the first to operate on a college campus.

Wright State will receive 10 per cent of the gross receipts from the first 1,000 jumps each month and 20 per cent from all subsequent jumps.

All jumpers must sign a waivering their right to sue the company or the university in the event they are injured. The company is licensed by the state, which inspects and regulates amusement rides.

Administrator stole \$326,000 in aid

NEWARK, N.J.—The former director of graduate studies at the New Jersey Institute of Technology has pleaded guilty to stealing more than \$326,000 in financial-aid funds by falsifying applications and extorting money from students.

Dino S. Sethi said he had re-

ceived the bulk of the money filling out phony financial forms for students who had applied for aid. Mr. Sethi, who left the institute in 1990, also extorted \$46,000 from Pakistani Indian graduate students by telling them an error had been made and they would have to repay a portion of their grant money. Mr. Sethi then used the money to open bank accounts in 12 states and Switzerland. He faces life in prison for four years in prison.

Judge decides on privacy case

TRENTON—Although Rutgers University was admonished by a federal judge for publicly posting students' Social Security numbers, the court upheld the university's right to use the numbers for administrative purposes.

The decision, by U.S. District Judge H. Lee Sarokin, came in response to a lawsuit filed by six present and former Rutgers students, who claimed that the institution had violated students' privacy rights by misusing their Social Security numbers.

The suit, which asked the court to bar Rutgers from further use of the numbers, claimed that the uni-

versity had been careless in distributing the numbers, allowing them, for example, to be used on class rosters that could be circulated or posted.

In his decision, Judge Sarokin ordered Rutgers to stop allowing distribution of the numbers, saying the practice "allows any student to decode another student's grades, obtain a credit report, etc." But he affirmed the university's right to use the numbers for routine administrative functions such as billing and registration. He said banning their use would be a "dramatic disruption" to the business of the university.

In a statement, Rutgers said the university would continue to use Social Security numbers for certain functions but would be sensitive to students' privacy.

Gun-shop owner angers university

GAINESVILLE, FLA.—Officials at the University of Florida are angry that a gun-shop owner has sent letters to parents urging them to buy stun guns to help protect their children.

In the past two years, eight students have been killed near the campus. Five of those victims were murdered in an August 1990 killing spree.

John Katon (right), president of the Tamiami Riffe and Gun Shops in Miami, sent letters to the parents of 1,100 freshmen and sophomores, advertising the \$99.95 Stunbrella, a 60,000-volt stun gun that is disguised as an umbrella.

"I was trying to provide a service to prevent another student from being hurt or killed," said Mr. Katon.

Mr. Katon bought a list of students' names and addresses from the university. The institution is required to supply the addresses



CINDY KAPLAN FOR THE CHRONICLE



Miniature golf course is part of class project

SUSQUEHANNA, PA.—A student at Susquehanna University opened a miniature golf course as part of an independent project for a marketing class.

The golf course is located here, 60 miles from the campus. John Heim (above), who will be a junior this fall and is majoring in business and finance, took out a \$200,000 loan to buy land to build and operate the 40-par course, which he named Pebble Creek.

PORTRAIT

A Career Spent Teaching Life's 'Bread and Butter'



Marvin J. Feldman: "Research institutions and the four-year liberal-arts colleges have their place for some, but most of them are poor imitations of educational institutions."

By DEBRA E. BLUM

NEW YORK
Marvin J. Feldman, who will retire in September after 20 years as president of the Fashion Institute of Technology, says he can walk into the campus cafeteria and pick out which students are fine-arts majors.

"They are not happy campers," he says. "They have this ennui and it shows."

By contrast, he explains, the students majoring in more-applied fields such as fashion design or advertising appear confident, motivated, and vigorous.

Mr. Feldman, a dedicated advocate of vocational education, even uses Jesus Christ to further his point. He says it is no coincidence that Christ, a carpenter, was an artisan with an applied skill.

"These are the people that make and create things and advance society," Mr. Feldman says. "These are also the people to whom much of what we call higher education fails to speak."

"Poor Imitations"

This is only the beginning for Mr. Feldman, whose round face turns redder and redder against his mop of white hair as an interview with a reporter continues. He offers an apology for speaking with a bit of a drawl—a condition, he says, that is left over from a successful bout against cancer last year—but it's hard to notice a hitch in his fast-paced speech.

He calls four-year, liberal-arts majors "lost souls," four-year colleges "poor imitations of educational institutions," and vocational education the "most successful producer of the movers and shakers of the world."

Mr. Feldman—the man credited with transforming FIT from New York City's garment-

center college for fashion design into a broad-based art, design, business, and technology institution—is on a perpetual roll.

FIT opened its doors in 1944. Since then it has become a leader in vocational education and now boasts a 91-per-cent job-placement rate among its graduates. Its alumni include some of the top professionals in several industries, such as the fashion designer Calvin Klein.

While FIT, which is part of the State University of New York, is principally a two-year institution, it also offers some bachelor's- and master's-degree programs.

Mr. Feldman came to FIT in 1972 after working as a high-school and college mathematics teacher and as a consultant to the precursor to the U.S. Education Department—the Department of Health, Education, and Welfare.

"Time for a Revolution"

Every day of his working life, Mr. Feldman says, he became more concerned about the state of education in the United States. In numerous lectures, essays, and editorials, he has railed against an educational system that he believes fails to serve the majority of the population. He has repeatedly pointed to steep high-school and college dropout rates, particularly among minority-group members, as proof of this failure.

"The American educational system has focused on the one-third of students in a college track," he wrote last year in an editorial called "It Is Time for a Revolution" in a publication of the American Association of Community and Junior Colleges. "This works well for the small percentage who actually complete college but the rest face limited prospects for long-term productive employment and limited opportunity for lifelong learning."

The answer, he says, is vocational education. He sees it as a neces-

sary alternative to the traditional liberal-arts curriculum.

"Research institutions and the four-year liberal-arts colleges have their place for some, but most of them are poor imitations of educational institutions," Mr. Feldman says. "We have always needed more places where students learn the bread and butter of life first, so they then can confront the tyranny of liberal arts on their own terms."

2-Year Immersion

When he arrived at FIT, he immediately went to work on implementing his "2 + 2" idea. The formula—which went into effect when FIT began granting bachelor's degrees in 1975—prepares students for specific careers by immersing them in their major for two years without requiring any liberal-arts courses. When students earn an associate's degree, they may apply for admission to a subsequent two-year program and earn a baccalaureate degree from FIT.

Mr. Feldman would like more institutions to follow FIT's lead. But, he says, efforts at some community colleges to focus more on vocational education or to offer baccalaureate degrees have been hampered by local and national attitudes about two-year education. Two-year colleges are looked down on, he says, and they are not given enough support or resources to change.

Mr. Feldman is late for his next appointment. As he hurries out the door, he answers a question about what he plans to do in his retirement. It is no surprise to hear that he doesn't plan to garden, fish, or do any of the other things typically associated with retirement.

"My Harley-Davidson has been up on blocks for a while," he says. "I'm ready to get back to riding. Maybe I'll learn how to sail. I'd like to run a carnival."

Footnotes

It was those ballet lessons that Ruth S. Day took as a little girl that started her on the path toward the problem she's been studying for the past two years.

Ms. Day, a psychologist at Duke University, quit the lessons when she was 12, but she never lost her interest in dancing. Ten years ago, she began learning modern dance. Although as a child she had been "not bad" at ballet, she says, as an adult she had tremendous difficulty remembering moves. The problem intrigued the psychologist in her.

She concluded that she was having trouble because she was trying to learn the dance patterns by mentally attaching words to the moves—an approach that is much less appropriate to modern dance than to ballet, which is built on a set of specifically named movements. She tested her theory by taking up tap dancing; it came to her much more quickly. Thus was born a new research project.

For the last two summers, Ms. Day has been studying the American Dance Festival, which comes to the Duke campus for six weeks every June and July. Specifically, Ms. Day is examining how students and professionals memorize the movements that had stymied her.

She's still at work on the project, but she has already found that dancers tend to remember steps by using mental representations that vary according to a movement's difficulty. For one of average complexity, for example, dancers often rely on linguistic aids, while for something more difficult, they will use visual images.

Ms. Day hopes her research on dancers will provide some answers to the larger question that frames her work: "Why people who are otherwise smart and motivated have trouble doing things."

Working mothers, relax. Working outside the home does not necessarily mean you are shortchanging your children, according to a Cornell University researcher.

The researcher found that married working mothers actually spend more time with their children over the age of 3 than do at-home mothers or mothers of 50 years ago.

"The argument that mothers' employment results in a parental time deficit that hurts the nation's children just doesn't hold up," says Keith Bryant, a professor of consumer economics and housing at Cornell.

Mr. Bryant found that married working mothers spend 77 minutes less a day in child care when the youngest child is under 3, compared with unemployed married mothers. But they spend 42 minutes more when the youngest is between 3 and 5. Likewise, employed mothers spend 30 fewer minutes a day with their babies than mothers of 50 years ago, but 30 more minutes a day with children aged 3 to 5.

Mr. Bryant reported his findings in the spring issue of *Human Ecology Forum*.

Scholarship

With Dissipation of Cold-War Threat, Nuclear-Weapons Labs Brace for Change

Scientists at Los Alamos and Livermore facilities re-examine their research mission

By Kim A. McDonald

LOS ALAMOS, N.M. **N**EARLY 50 YEARS AGO, J. Robert Oppenheimer and a small group of physicists from the University of California at Berkeley came to this remote, mountainous region to build the first atomic bomb.

Their secret mission for the U.S. Army, known as "Project Y," grew rapidly, employing more than 3,000 workers in what eventually became the country's first nuclear-weapons-research laboratory.

Today, the Los Alamos National Laboratory retains much of that tradition, devoting three-quarters of its effort to military-related projects.

But the end of the cold war and the country's nuclear-arms build-up have significantly eroded the laboratory's primary research mission: the design and development of new nuclear weapons. As a result, Los Alamos and its sister institution, the Lawrence Livermore National Laboratory in California, are bracing for major changes.

Just how the country's two main nuclear-weapons-research labs, both of which are managed by the University of California for the U.S. Department of Energy, will be reshaped hasn't been determined. That's a decision that policy makers will have to reach within the next few years.

Nevertheless, the potential exists for a major consolidation, as some members of Congress question whether the country can afford the duplication of two nuclear-weapons-research laboratories with annual budgets of about \$1-billion each.

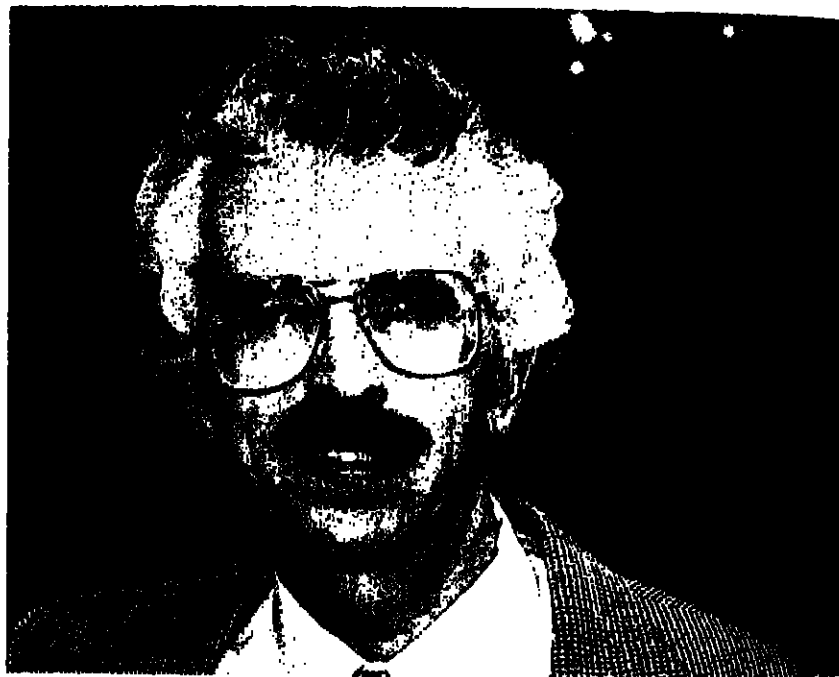
One such lawmaker, Rep. George E. Brown, Jr., a California Democrat, has proposed converting the Livermore laboratory to a research institution focused on developing technologies crucial to U.S. industry.

Mr. Brown believes that all of Livermore's nuclear-defense research could be transferred to the Los Alamos laboratory within three to five years. Under his plan, Los Alamos would remain the country's only nuclear-weapons-research laboratory, while the Sandia National Laboratories in Albuquerque, N.M., would continue to serve as the main facility for engineering components for nuclear-weapons devices.

'Mediocre at Most Things'

Administrators at the three laboratories agree that they must step up their efforts to transfer their innovations to industry—and all are significantly expanding their programs to embrace this new role. But they disagree with Mr. Brown that devoting an entire weapons laboratory to "critical technologies" research would be the best way to achieve that goal.

"My solution would be, rather than taking one whole laboratory and converting it, to take the three laboratories and diversify them, so that one-third of each could work



Sigfried S. Hecker, director of the Los Alamos laboratory: "You want competition to insure creativity, innovation, and quality."

with the civilian sector," says Sigfried S. Hecker, the director of the Los Alamos laboratory.

Says Roger W. Werne, associate director for engineering at Livermore: "To my way of thinking, we would never want somebody to come in and say, 'O.K., you're the competitiveness laboratory. Because then you have to be all things to all people, and you become mediocre at most things and not very good in a few.'"

Nuclear-weapons managers argue that removing their activities from one of the laboratories would eliminate the competition, including the critiques of one another's work that have been essential to maintaining excellence in their field.

Competition and Peer Review

"You want competition to insure creativity, innovation, and quality," says Mr. Hecker. "The second lab provides an essential element of competition and peer review. I happen to think that's crucial."

While critics of the weapons laboratories say such duplication is unnecessary, because the country is no longer engaged in an arms race, laboratory officials point out that the post-cold-war era has dramatically expanded their responsibilities in the nuclear-weapons area.

Nuclear-weapons researchers are now being asked to find ways to reduce the country's nuclear arsenal, make existing warheads safer and more reliable, clean the environmental damage left over from more than four decades of nuclear-weapons production, and respond to the growing threat of nuclear proliferation around the world.

"There are only two places in the country that understand nuclear-weapons design: Livermore and Los Alamos," says Mr. Werne, a former nuclear-weapons researcher. "So if you're in the government and you want to keep an eye on

the countries that might be developing nuclear weapons, there are only two sources of expertise—Livermore and Los Alamos."

A Top-Secret Campus

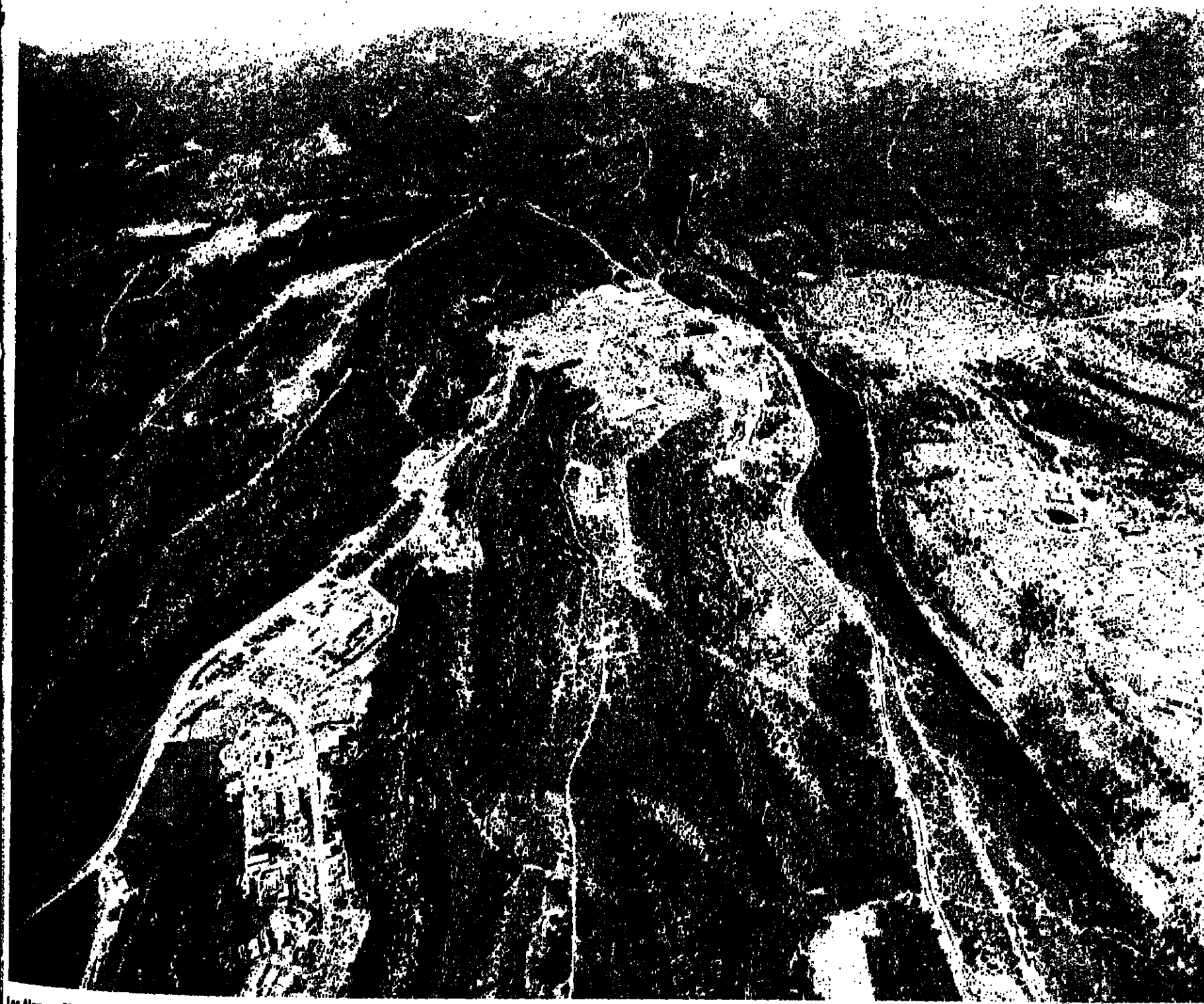
The Los Alamos laboratory, which extends beneath a deep blue sky across more than 43 square miles of reddish canyons and mesas in northern New Mexico, is a study in contrasts.

It is geographically isolated, yet closely tied intellectually to scientists around the world. It maintains a forested, natural setting, but keeps within its borders some of the most dangerous chemicals and radioactive substances known to mankind.

Probably the most visible contrast is the laboratory's two, distinct research environments: an open, campus-like atmosphere, and the top-secret environment where nuclear-weapons secrets are kept. Visitors to those areas, which include part of the library, must pass guards carrying semi-automatic rifles and travel through corridors in which scientists are required by signs in doorways to lock their files and refrain from discussing their research while visitors are present.

Many scholars find that secrecy, like nuclear-weapons development itself, is inconsistent with the goals of an academic institution. The University of California's faculty senate has repeatedly called for the university's management of the laboratory. But the complaints have had little effect on the university, which is preparing this summer to renew its five-year management contract with the Energy Department.

Controversy over the discovery of radioactive tritium in the grapes of vineyards in the Livermore valley has had more impact on laboratory managers, who have been moving stockpiles of tritium and plutonium from Livermore to Los Alamos.



Los Alamos National Laboratory, which extends across more than 43 square miles of canyons and mesas, is the most isolated of the nuclear-weapons laboratories.

in response to the complaints of local residents.

Tommy Ambrose, the university's special assistant for laboratory affairs, says the consolidation of nuclear materials makes sense, given the fact that both laboratories are facing declining weapons-research budgets. But how much consolidation would be needed and which laboratory should be the main beneficiary are contentious issues that have heightened the already fierce rivalry between Los Alamos and Livermore.

Privately, laboratory officials admit Los Alamos would be the logical choice for any consolidation of weapons research. It is more remote than Livermore and receives strong political backing from New Mexico's two Senators, Pete V. Domenici, a Republican, and Jeff Bingaman, a Democrat.

Mr. Hecker of Los Alamos believes Congress shouldn't expect to save money by ending the weapons program at one of the laboratories. Both laboratories, he points out, finance their nuclear-weapons programs by competing for a relatively small, \$300-million allotment in the Department of Energy's \$12-billion annual expenditure for the nuclear-weapons-production complex.

And because Livermore and Los Alamos are the sources of many of the innovations that reduce the costs in that complex, Mr. Hecker contends, the government would probably end up saving more by keeping both of them intact.

However persuasive his argument, both laboratories are likely to be forced to shrink significantly.

Since the peak of President Reagan's military build-up five years ago, Los Alamos has experienced a steady decline in its budget. Livermore's budget has been flat, largely because of increases in civilian-research programs. But both are bracing for dramatic declines in financing in fiscal 1994, when the full impact of the cold war's end is expected to be felt.

"Everything I can look through, all the tea leaves, says it's going to be increasingly difficult to get funding," says Barton L. Oledhill, a veterinarian who is deputy associate director of the biomedical-research program at Livermore.

That prospect isn't helping morale at the two laboratories, particularly Los Alamos, which has seen the number of its employees decline to 7,400 from 8,100 in the last five years.

"We're being squeezed," says Dennis J. Erickson, deputy associate director for nuclear-weapons technology at Los Alamos.

"We're faced now with closing facilities, dropping program directions."

An Austere New Culture
Mr. Erickson says many senior nuclear-weapons researchers have left the laboratory for industry, transferred to other parts of the laboratory, or retired, leaving behind a new generation that must adapt to a new, austere culture.

"In times past, these places have had basically what you needed, and you didn't worry about resources," he says. "You worried about quality and you worried about scheduling. Resources were not a problem. Now they are."

Officials at both laboratories hope to

Continued on Following Page

Nuclear-Weapon Labs Re-Examine Research Mission

Continued From Preceding Page
stem the financial losses from the decline of weapons-related work by expanding their research into two of the fastest-growing areas of the Energy Department's budget: nuclear-waste cleanup and technology-transfer activities.

Technology Transfer

The agency plans to make available \$100-million in the fiscal year that begins in October for technology transfer at the three laboratories, and some laboratory officials expect that amount to grow to \$400-million to \$500-million in three years. For cleaning up the country's nuclear-weapons com-

plex, a task whose cost has been estimated at \$100-billion to \$1.3-trillion, agency officials plan to provide about \$5-billion in fiscal 1993. Some of that money will be devoted to the environmental restoration of weapons-production sites contaminated by nuclear wastes and toxic chemicals, while another part will pay for the disposal of those wastes.

At Los Alamos and Livermore, dozens of new research projects are forming to apply some of the technology developed for nuclear-weapons work to environmental cleanup activities. New methods are being developed to locate buried hazardous wastes without dis-

turbing the soil, determine their contents, and transform them to less hazardous materials.

Agreements With Industry

The same approach to converting swords into plowshares is being applied to the problems of U.S. industry. Laboratory officials say their new industrial focus—which was largely made possible by a 1990 law making it easier for national laboratories to form cooperative research and development agreements with industry—has given the weapons laboratories a new *raison d'être*.

"Five years ago, we probably had less than 30 agreements with

industry," says Mr. Werne of the Livermore laboratory. "Today we have over 120, and it's growing rapidly. Five years ago, you never heard about anybody who was interested in working with industry to commercialize technology. Now, it's all the rage inside the laboratory."

Some critics of the weapons laboratories question whether this new effort will actually benefit the country. Charles L. Schwartz, a physics professor at the University of California at Berkeley, argues that the cost-conscious mentality needed for working with industry is the antithesis of that at weapons laboratories, where cost considerations have been largely irrelevant. "What I am worried about is that they will get a lot of money from

the government and waste it, because they will do the work badly," he says. "This is just a way to keep the bomb builders busy during the slack season. It's the wrong place to put your money."

Laboratory officials disagree, noting that the strength of the weapons laboratories is precisely their ability to mobilize large groups of researchers who are motivated to develop new technologies for a national need.

"Employees at this laboratory see ourselves as being resources to the country and as being responsible in some ways for the health and welfare of the United States," says Mr. Werne. "You can't work on nuclear weapons and not develop something of a global vision as to why you're doing it."

Growth of Licensing Is Seen in Wake of Copyright Ruling

By LIZ McMILLEN

A federal court's ruling that corporations must obtain permission and compensate copyright holders before they photocopy journal articles is expected to lead to a rapid expansion of corporate licenses at the Copyright Clearance Center.

In *American Geophysical Union et al. v. Texaco Inc.*, U.S. District Judge Pierre N. Leval of the Southern District of New York ruled that photocopying by employees of profit-making companies in the course of their work was not "fair use" under U.S. copyright law.

1985 Suit by 6 Publishers

The judge's ruling was hailed by publishers as a landmark decision upholding copyright. The suit had been brought in 1985 by six publishers of scientific books and journals, all of whom had made their titles available for legal copying under annual licenses granted by the Copyright Clearance Center. The publishers charged that Texaco had illegally made copies of copyrighted articles to keep in their files or to use in their laboratories.

A Texaco spokesman said the company was evaluating the decision and considering an appeal.

The Copyright Clearance Center was established in 1978 as a way to grant blanket permission to reproduce copyrighted material. About 8,500 publishers have registered some 1.5 million titles with the center, a non-profit organization.

"I think we'll see a substantial number of corporations waiting for this decision come talk to us," said Joseph Allen, acting president of the center. "Any corporate counsel is going to be hard-pressed not to take a CCC license."

Corporations pay varying fees to CCC for material, depending on the number of their employees and the nature of their work force. The fees range from hundreds of dollars to the six figures, Mr. Allen said. About 2,500 companies have taken out licenses with the center.

"Our expectation is that this ruling would remove some of the hesitation or questions that some companies would have with the CCC," said Karen Hunter, vice president and assistant to the chairman at Elsevier Science Publishers, a plaintiff in the case.

Scholarship

Researchers Look for Ways to Convert Military Inventions to Civilian Use

LOS ALAMOS, N.M.

During the Persian Gulf war, researchers at the Los Alamos National Laboratory here began building a device capable of detecting aerosols containing deadly bacteria or viruses that U.S. troops feared might be used against them. The war ended before the radar-like device—known as LIDAR, for light detection and ranging—could be tested on the battlefield. But the technology did not sit idle.

Los Alamos scientists quickly modified their invention into an instrument that could be used to detect air pollutants.

Last year, a team of Los Alamos researchers drove a LIDAR-equipped truck to Mexico City to help the Mexican Petroleum Institute identify the sources of air pollutants and develop strategies for improving the city's air quality.

By bouncing laser beams off particles in the atmosphere, the scientists say LIDAR can pinpoint the source of pollutants that might be released by a single factory smokestack or track the dispersal of particulates.

This summer, Los Alamos researchers are using their invention at the Olympic Games in Barcelona to document how air quality is affected when the city bans private vehicles near Olympic venues and requires the use of public transportation. The project is being financed by the State of New Mexico, which wants to learn precisely

"I think there are a great deal of relevant technologies that are coming out of this laboratory that are of interest to U.S. industry."

low reducing traffic congestion could improve air quality. But it has also attracted the interest of the International Business Machines Corporation and other companies interested in commercializing the latest technology.

A Competitive Edge

"I think there are a great deal of relevant technologies that are coming out of this laboratory that are of interest to U.S. industry," says N. June Teller, director of international programs at Los Alamos, who is involved in the LIDAR project. "I like to think we're giving our industry a competitive edge."

The end of the cold war, declines in military support, and rising national concern over the competitiveness of U.S. industry have prompted researchers at the Los Alamos and Lawrence Livermore National Laboratories to find ways to convert their military innovations into useful, civilian technologies.

At Los Alamos, researchers are working with Motorola and Texas Instruments to turn a free-electron laser developed for the "Star Wars" missile-defense system into a detecting tool that could produce a new generation of computer chips containing a thousand times

as much information as those now in use. Another electron laser developed for the Star Wars program is being used to test the feasibility of irradiating chemical wastes and converting them into less toxic substances.

Finding Toxic Wastes

Ground-penetrating radar developed to interfere with enemy communications on the battlefield is being modified to find toxic wastes buried at nuclear-production sites. Isotope-separation techniques that once were used to enrich plutonium and uranium to bomb-grade material are being employed to extract nuclear wastes from contam-

inated soil. Large-scale computing techniques that were developed to study the complexities of nuclear explosions are being applied to problems in global-climate change. The technology developed to drill holes for underground nuclear tests is being used by the petroleum industry.

In one of the most novel projects, Los Alamos researchers are even using an accelerator to transform nuclear wastes into more stable, shorter-lived isotopes. By bombarding high-level nuclear wastes with low-energy neutrons, the scientists are able to perform a kind of nuclear alchemy, transmuting highly radioactive ele-

ments into either non-radioactive or less-radioactive elements.

Officials at Los Alamos and Livermore concede that their public image as bomb makers has made it difficult for many companies to see the benefits of cooperating with them to develop new civilian technologies.

"The common reaction is, 'What can a laboratory that's a bomb factory have that would be of any use to us?'" Ms. Teller says.

'A Lot of Applicability'

Some industry executives also think the weapons labs "are too academic for their needs," notes Roger W. Werne, associate direc-

tor for engineering at Livermore. But the abilities of both laboratories to develop new military technologies, many of which also have civilian uses, has proved attractive to the dozens of companies that have recently entered into cooperative research agreements with Livermore and Los Alamos.

"Most of the technologies that we have right now are in one way or another an outgrowth of nuclear-weapons development," Mr. Werne says.

"But if a technology is good for one thing, it's probably good for another. And that's what we're finding. The stuff that was developed for the nuclear-weapons program and the Strategic Defense Initiative has a lot of applicability in industry." —KIM A. McDONALD

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Project: "The Future of Metropolitan Dailies"

Donald I. Shaw
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Project: "The Rise and Fall of American Mass Media"

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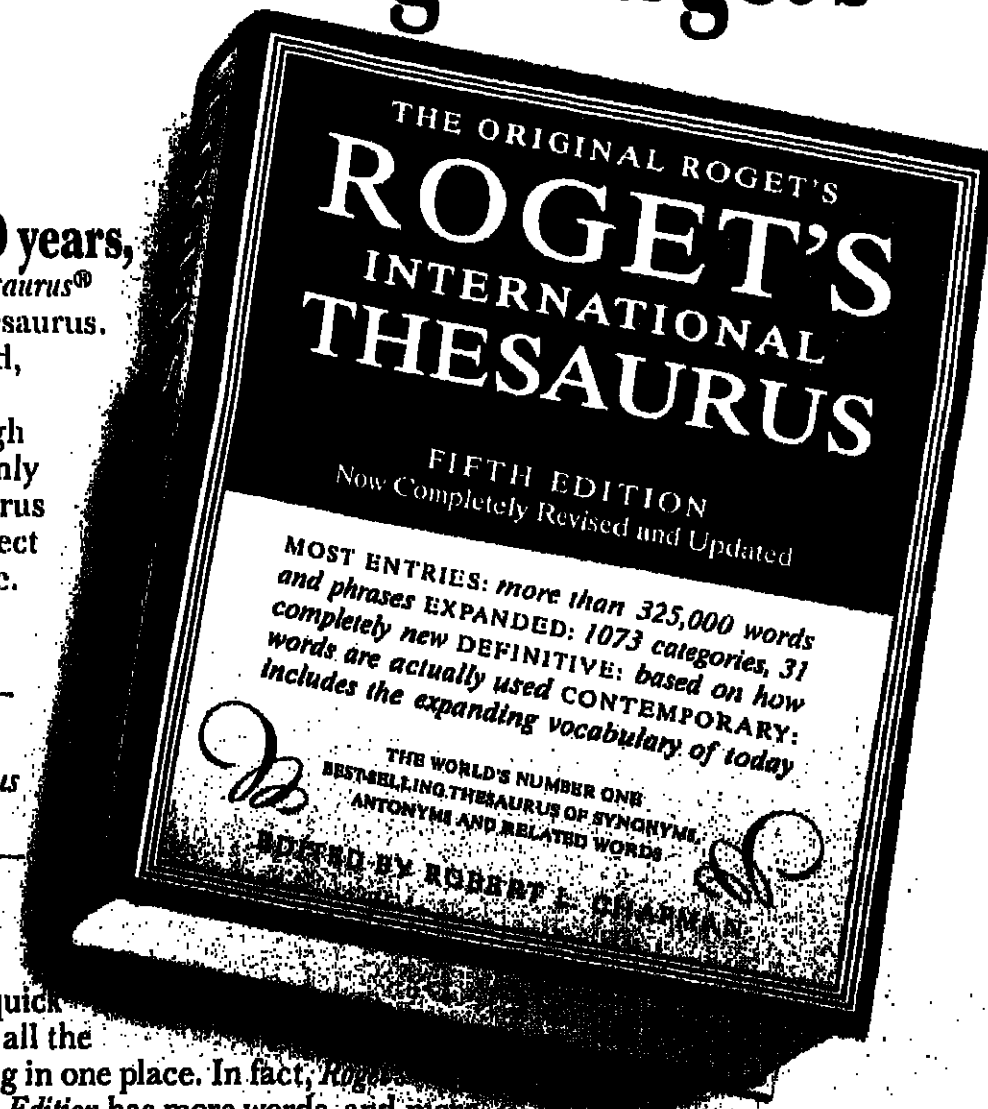
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The gradual opening of official archives in the former Soviet Union has unleashed a flood of documents, many of them providing answers to questions that have intrigued scholars for decades. Now Yale University Press has signed an agreement giving it exclusive rights to publish the records of one important archive, formerly known as the Central Party archive.

The archive contains documents pertaining to the Communist Party from the October revolution to 1953, the year of Stalin's death. It includes sections on the KGB, the American Communist Party, the Comintern, and Lenin, and many documents from the Stalin period, including letters, memoirs, and oral histories.

Jonathan Brent, a senior editor at Yale, began thinking about publishing the documents while he was still director of Northwestern University Press. After moving to Yale last year, he began talking with Soviet scholars and officials about the archive.

Some of the information coming out of the archive will doubtless have shock value, Mr. Brent says, but that's not why Yale is publishing the material. "What the documents will give us is the first systematic history of life in the Soviet Union, based on documentary fact," he says.

Yale plans at least nine books for a new series called "Documents of Communism," including the first documentary study of daily life of ordinary people under Stalin's reign of terror. The books will be published from 1994 to 1996 in both English and Russian editions.

The series is unusual because it will involve a high degree of collaboration between the Russians and the Americans, Mr. Brent says.

Hot Type

Scholars from the two countries will jointly carry out research, and each volume will have both a Russian and an American editor. Mr. Brent says: "It's as much a book deal as a cultural experiment."

Yale also expects to sign contracts with two other archives—the Archive of the National Economy, which houses materials concerning the social life of the Soviet Union, and the State Historical Archive for Moscow City.

The far north has inspired a literary genre that Oran R. Young likes to call "the Arctic sublime"—awe-struck accounts that portray the region as "a uniquely different sort of place."

But Mr. Young, director of Dartmouth College's Institute of Arctic Studies, argues that the Arctic today is a crucible for all sorts of critical issues concerning the environment, development, and indigenous peoples.

His perspective on the north is the philosophy behind a new series from the University Press of New England called "Arctic Visions." The series is edited by Mr. Young and Gail Osherenko, a lawyer who is a senior fellow at the Arctic studies institute.

The study of the Arctic is just beginning to take off among social scientists, Mr. Young says. A few years ago, he helped found the International Arctic Social Science Association,

which will hold its first conference in October. Some 500 people have asked to present papers. "It's pretty clear that our sense is accurate that the timing for this series is ripe," he says.

The first two books are scheduled for release in January: *Arctic Politics: Conflict and Cooperation in the Circumpolar North*, a collection of essays by Mr. Young; and *Arctic Wars, Animal Rights, Endangered Peoples*, by Finn Lynge, a consultant in Greenland affairs at the Danish Foreign Ministry.

One of Mr. Young's aims for the series is to make the books, which will contain the latest research, accessible to a lay audience—both intellectually and financially. Two other publishers, Cambridge University Press and Belhaven Press, have Arctic studies series that are somewhat different from New England's. One of the key differences, to Mr. Young's mind, is that their books are sold at what he considers "exorbitant prices."

The Cambridge series, "Studies in Polar Research," is aimed almost exclusively at an academic audience. Most of the books in it, says Peter-John Leone, marketing manager for science and mathematics at Cambridge, are considered "high-level research treatises" with limited sales potential—hence their prices.

Mr. Young and Ms. Osherenko published a book with Cambridge in 1989 called *The Age of the Arctic: Hot Conflicts and Cold Realities*, which now sells for \$64.95. Frustration that the book had been priced, they believed, beyond the reach of many readers was one thing that led the authors to propose the new series.

The price of Mr. Young's forthcoming book from New England is currently set at \$35.

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB

The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

Citrus, Strategy, and Class: The Politics of Development in Southern Belize, by Mark Moberg (University of Iowa Press; 308 pages; \$27.95). Examines the shift from subsistence- to export-based agriculture in Hopkins and Silk Grass, two citrus-growing villages in Belize's Stann Creek district.

Covering Ground: Communal Water Management and the State in the Peruvian Highlands, by David W. Guillett (University of Michigan Press; 352 pages; \$39.50 hardcover, \$16.95 paperback). Analyzes interactions among households, communities, and the state in the management of irrigation systems in Peru's Colca Valley.

Diplomats and Thatch Houses: Asserting Tradition in a Changing Micronesia, by Juliana Finn (University of Michigan Press; 200 pages; \$29.95). Considers how the people of the Pacific island of Pulpap use their regionally known adherence to traditional custom to affirm their cultural identity, cope with modernization, and assert an entitlement to power and prestige in Micronesia.

From the Swampy Point of View: Humanity and Divinity in an Amazonian Society, by Eduardo Viveiros de Castro, translated by Catherine V. Howard (University of Chicago Press; 408 pages; \$60 hardcover, \$18.95 paperback). Focuses on concepts of death, divinity, and personhood among the Araweté.

ARCHAEOLOGY

Iron Age Societies: From Tribe to State in Northern Europe, 800 BC to AD 700, by Lotte Hedeager (Blackwell Publishers;

256 pages; \$49.95). Traces the social and political evolution of northern tribal societies in the pre-Viking era.

ART AND ARCHITECTURE

Making Australian Art, 1910-1940: Sydney Ure Smith, Patron and Publisher, by Nancy D. H. Underhill (Oxford University Press; 320 pages; \$45). A biography of the controversial Australian publisher and art patron.

CLASSICAL STUDIES

The Art of Persuasion: Political Propaganda from Aeneas to Brutus, by Jane DeRose Evans (University of Michigan Press; 224 pages; \$39.50). Describes how images of Roman legends on Roman coins, building decorations, and art works were used for political self-promotion during the Republican period.

Chaos and Anarchy: Athenian Iconography and Ritual, by Richard Hamilton (University of Michigan Press; 288 pages; \$37.50). Uses vase paintings, written testimony, and other sources to explore the rituals of *Chaos*, the second day of the Athenian spring festival of Anthesteria, held in honor of Dionysus.

Early Greek Lyric Poetry, by David Mulroy (University of Michigan Press; 240 pages; \$29.95). Translation, with commentary, of works by Bacchylides, Theognis, and other Greek lyric poets.

COMMUNICATIONS

Make Room for TV: Television and the Family Ideal in Postwar America, by Lynn Spigel (University of Chicago Press; 236 pages; \$42 hardcover, \$15.95 paperback). Examines the public response to television in the early postwar era.

ECONOMICS

International Banking Deregulation: The Great Banking Experiment, by Richard Dale (Blackwell Publishers; 256 pages; \$79.95). Considers risks involved in the recent international trend toward banking deregulation.

HISTORY

Anti-Semitism in France: A History from 1789 to the Present, by Pierre Rimbaud, translated by Miriam Kochan (Blackwell Publishers; 384 pages; \$39.95). Includes discussion of new forms of anti-Semitism that developed in response to the presence of Jews in the highest ranks of the French government.

Arctic Exploration and International Relations, 1800-1920: A Period of Expanding National Interests, by Nancy Fogelson (University of Alaska Press; 220 pages; \$15). Describes how explorers' activities in the Arctic influenced perceptions of the strategic importance of the region and shaped the course of international relations.

Poor and Pregnant in Paris: Strategies for Survival in the Nineteenth Century, by Rachel G. Fuchs (Rutgers University Press; 325 pages; \$45 hardcover, \$18 paperback). Uses hospital records, court testimony, and other data to examine poor women's experiences of childbirth, use of charitable and welfare institutions, and recourse, at times, to abortion and infanticide.

Religion, Family, and the Life Course: Explorations in the Social History of Early America, by Gerald F. Moran and Maris A. Vinovakis (University of Michigan Press; 272 pages; \$39.50). Discusses early childhood in Puritan New England and other aspects of colonial American social and religious culture from the perspective of the human life course from birth to death.

Small Worlds: Children and Adolescents in America, 1880-1980, edited by Elliott West and Paula Petrlik (University Press of Kansas; 403 pages; \$29.95 hardcover, \$17.95 paperback). Includes original essays on children and adolescents as historical and social actors in their own right.

HISTORY OF MEDICINE

Dirt and Disease: Polio Before FDR, by Naomi Rogers (Rutgers University Press; 258 pages; \$59 hardcover, \$15 paperback). A cultural, medical, and social

history of the U.S. polio epidemic, with an emphasis on the years 1900 to 1920.

LITERATURE

Curved Thought and Textual Wanderings: Gertrude Stein's Postmodernism, by Ellen E. Berry (University of Michigan Press; 216 pages; \$32.50). Combines feminist and postmodern theory in a study that considers Stein's work in the context of a revised concept of literary history.

Gail Hamilton: Selected Writings, edited by Susan C. Outramp-McQuinn (Rutgers University Press; 309 pages; \$44 hardcover, \$15 paperback). Annotated edition of letters, essays, and other writings by the American writer Mary Abigail Dodge (1833-1896), who wrote under the pseudonym Gail Hamilton.

How Will the Heavens Endure: Elizabeth Bowen and the Landscape of War, by Heather Bryant Jordan (University of Michigan Press; 280 pages; \$32.50). Links the Anglo-Irish writer's literary

FELLOWSHIPS

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Spencer Fellowships are designed to promote scholarship in the United States and abroad on matters relevant to the improvement of education in all its forms.

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DEADLINE

Complete applications and all supporting material must be received at the above address by January 2, 1993.

depiction of loss and betrayal to her experiences of Irish civil conflict and World Wars I and II.

Love and Labor: The Evolution of Blake's Thought, by Stephen Cox (University of Michigan Press; 272 pages; \$37.50). Explores the English poet's use of logical analogies to explore the "problem" of divine and human love, and considers how his view of logic compares with those of today's postmodern theorists.

Paula and the Nineteenth Century, by Christopher Prendergast (Blackwell Publishers; 336 pages; \$49.95). Explores images of the city in works by Balzac, Hugo, Baudelaire, Flaubert, Zola, and other writers.

Tales of the Working Girl: Wage-Earning Women in American Literature, 1890-1920, by Laura Hapke (Wayne State University Press; 226 pages; \$26.95 hardcover, \$13.95 paperback). Analyzes literary depictions of white, wage-earning women, whose entrance in large numbers into the late Victorian urban workforce was a matter of great social controversy.

Twilight of the Goddesses: Representations of Women in the French Revolution, by Madeleine Guiraud (Rutgers University Press; 440 pages; \$39.95). Argues that the political aspirations of French women were hindered by their allegorical representation in the art, literature, and cultural criticism of the Revolutionary period.

MUSIC

He Heard America Singing: Arthur Farwell, Composer and Crossing the Middle, by Evelyn Davis Culbertson (Greenwood Press; 885 pages; \$89.50). A biography of the American composer who lived from 1872 to 1952.

PHILOSOPHY

Last Writings on the Philosophy of Psychology, Volume 2: The Inner and the Outer, 1949-1984, by Ludwig Wittgenstein, edited by Georg Henrik von Wright and Heikki Nyman, translated by C. G. Luckhurst and M. A. E. Aue (Blackwell Publishers; 240 pages; \$49.95). Translation of the Austrian philosopher's final writings on the relationship between mental states and bodily behavior.

The Symbolic Function and Philosophy of Action: Psychology and the Philosophy of Language, by Oenoma Corradi Fiorina (Blackwell Publishers; 240 pages; \$49.95 hardcover, \$14.95 paperback). Examines the interactive nature of the human use of symbols.

MULTIPLI SCIENCE

Disobedience Revisited: Economics, Mrs. Thatcher, and the British Voter, by Helma Noppo (University of Michigan Press; 248 pages; \$39.50). Analyzes the relationship between British public perceptions of the economy and Conservative Party popularity between and during elections.

The Democratic System in the Eastern Caribbean, by Donald C. Peters (Greenwood Press; 264 pages; \$47.95). Traces the impact of modernization on the development of political institutions in Antigua, Dominica, Grenada, St. Lucia, St. Vincent, and the Grenadines.

National Change, Discretion, and the Making of Modern Congress: An Economic Interpretation, by Glenn R. Parker (University of Michigan Press; 128 pages; \$29.95). Uses microeconomic and rational-choice theory to challenge the idea that lawmakers' behavior is driven by a desire to be re-elected; argues instead that legislators seek to maximize their own discretion, or increase their freedom to do what they want.

Newcomer and the Middle East: New Thinking on Regional Conflict, by Gaila Cohen (Council on Foreign Relations Press; 102 pages; \$14.95). Discusses developments in Soviet Middle East policy from 1982 to 1991; considers, for example, the decision to normalize relations with Israel, renew ties with the Gulf states, and recast the alliance with Syria.

The Transformation of the Christian Right, by Matthew C. Moon (University of Alabama Press; 209 pages; \$26.95). Analyzes changes in the leadership, tactics, strategies, and structure of the Christian right from 1979 to 1989.

Unsettled Resolutions: U.S. Cold War Policy Dilemmas, by Robert B. McCalla (University of Michigan Press; 240 pages; \$37.50). Describes the role of "national" and "dispositional" misperception in five crises of the cold war.

The Theory, by Mike Anderson (Blackwell Publishers; 256 pages; \$44.95 hardcover, \$19.95 paperback). Proposes a theory that combines the often opposing concepts of intelligence as a biological property of the brain and as a culturally determined property of knowledge systems.

RELIGION

Black Hymnody: A Hymnological History of the African-American Church, by Jon Michael Spencer (University of Tennessee Press; 256 pages; \$29.95 hardcover, \$18.95 paperback). Explores the theological, doctrinal, and social history of black churches through an analysis of 10 denominations' hymnbooks.

Islamic Da'wah in the West: Muslim Missionary Activity and the Dynamics of Conversion to Islam, by Larry Poston (Oxford University Press; 324 pages; \$29.95). Discusses the concept of *da'wah* or missionary activity in early Islam, and considers how it has been transformed for use in modern Western societies; includes an analysis of the

conversion experiences of 74 North American and European Muslims.

SOCIOLOGY

Divine Violence: Spectacle, Psychosexuality, and Radical Christianity in the Argentine "Dirty War", by Frank Graziano (Westview Press; 328 pages; \$49.95 hardcover, \$18.95 paperback). Links torture and political repression in Argentina to, among other things, a "messianic mythology" derived from medieval Christianity.

THEATER

Melodramatic Formations: American Theatre and Society, 1820-1870, by Bruce A. McConachie (University of Iowa Press; 320 pages; \$39.95 hardcover, \$15.95 paperback). Argues that the production, dramatic form, and audience reception of stage melodramas both reflected and influenced a shift in American society from elite paternalism to bourgeois rationalism.

Addresses of Publishers

Blackwell Publishers, 238 Main Street, Suite 501, Cambridge, Mass. 02142
 Council on Foreign Relations Press, 58 East 68th Street, New York 10021
 Greenwood Press, Greenwood Publishing Group, 88 Post Road West, Westport, Conn. 06881
 Oxford U. Press, 200 Madison Avenue, New York 10016
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 Sarcrow Press, P.O. Box 4187, Metuchen, N.J. 08840
 Twayne Publishers, 866 Third Avenue, New York 10022
 U. of Alabama Press, P.O. Box 870380, Tuscaloosa, Ala. 35487
 U. of Alaska Press, Signers' Hall, Fairbanks, Alaska 99775
 U. of Chicago Press, 5801 South Ellis Avenue, Chicago 60637
 U. of Iowa Press, Iowa 52242
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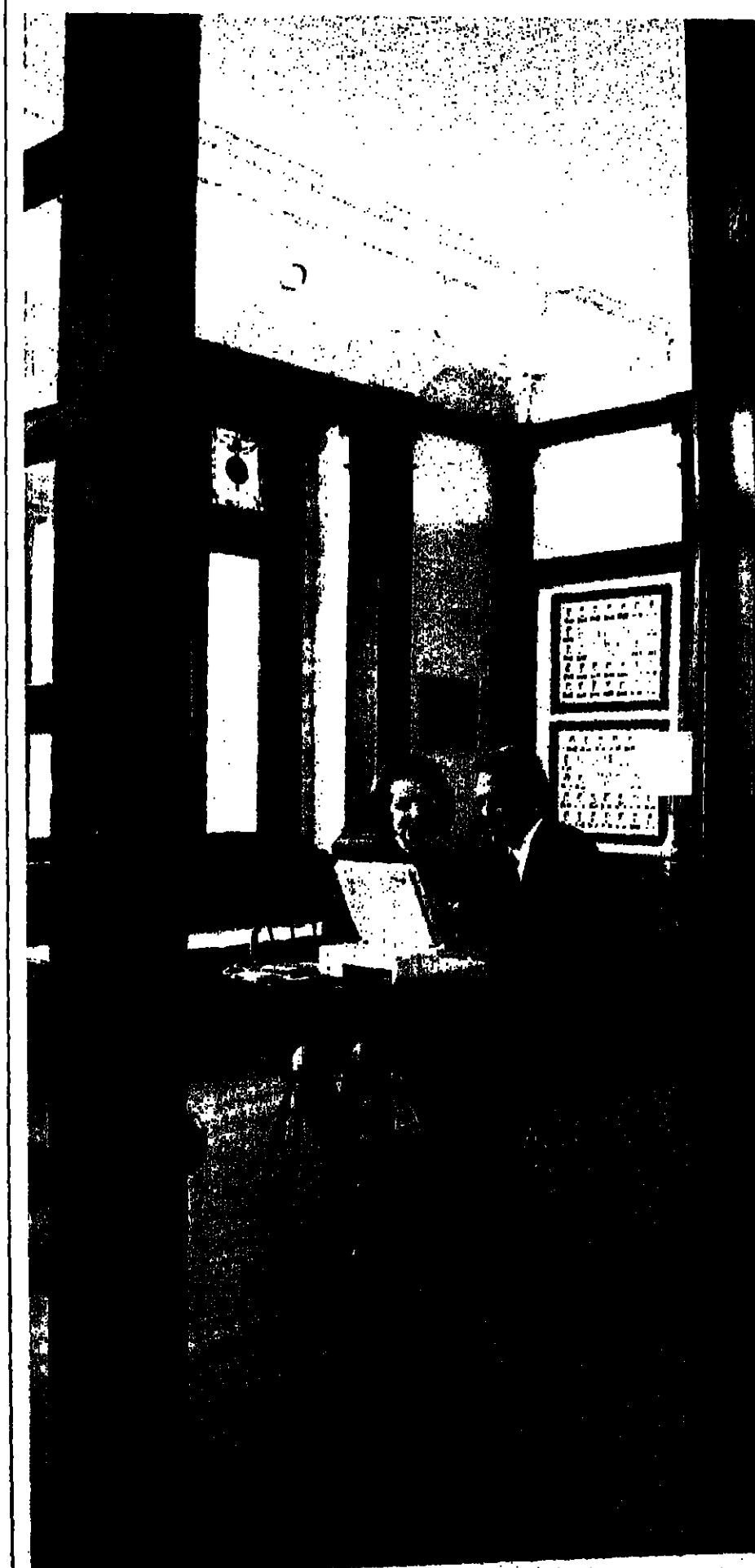
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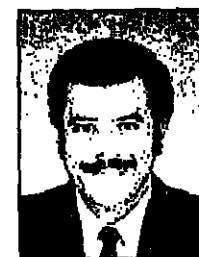
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Advertisement

The Learning Society
Learning to Be FreeBy Bernard R. Gifford, Ph.D.
Apple Computer, Inc.

Regular readers of this column know that I tend to steer clear of half-baked ideas. The projects I usually describe are not only completely baked, they've been iced, set out on a dolly, and served up to an appreciative public.

This time, I'm making an exception. The African-American Educational Archives pioneered by Robert L. Smith at Wayne State University is still more dream than reality. But what a dream!

As project director, Smith is leading the effort to assemble every kind of published and unpublished material related to African-American education in a huge multimedia computer database. I spoke with him recently, and asked him how he conceived of this ambitious project.

"About four years ago," he told me, "I was at a conference of the National Alliance of Black School Educators, listening to a speaker discuss the contribution of the late Ron Edwards. And I wondered why we as black educators had not done more to promote Edwards, had not thought to make his work better known. So I took it upon myself to produce a slide presentation about his work for the next conference."

Looking at Edwards' work, Smith saw that it was rooted in historical circumstance—the idea that if you are poor and black, you are often assumed to be unable to learn. I wanted to find out how large segments of our society came to believe this.

Listening to Smith, I found myself nodding vigorously. Like him, I've often wondered how we got to the point where the notion that "any child can learn" became ideology—repeated endlessly in school mission statements, grant proposals, and academic papers—rather than a premise so basic and so deeply felt that it requires no reiteration.

Smith's questioning led him back to the history of African-American education. "As I searched for documentation," he said, "I was struck by how much information is inaccessible—scattered, uncataloged, or stored in cardboard boxes in basement rooms of small colleges. I became convinced that if more people knew this history, we might begin to change some of the misconceptions that have blocked educational progress and opportunity in our country."

Initially, Smith planned to produce a series of documentaries modeled on the powerful series "Eyes on the Prize," which chronicled the civil rights movement. Smith's films would document the history of black education from 1619 to the present.

The plan required an ambitious research agenda that not only delved into existing resources but also created new ones, by conducting oral histories all over the country.

When Smith approached Wayne State University about supporting the film project, an additional project idea was born. "They were most enthusiastic about the research we would be gathering in the process," he said. "In our conversations, it became clear that it would be a shame to make the films and then put all this material—not only books and articles, but also letters, film clips, taped interviews, drawings, and photos—back into dusty archives. They believed these materials should be made available to educators and researchers."

As a result, Smith's dream has grown into at least three projects, which he hopes to implement over the next several years. The first project is the multimedia African-American Educational Archives. Smith, who has been involved with instructional technology for 15 years, plans to use state-of-the-art compression techniques to store visual, audio, and text-based data. He is now developing a prototype of this system, with some technical support from Apple Computer.

Working with Smith are archivists Taronda Spencer and historian James Anderson. As they proceed, they will be reaching out to the more than 100 historically black colleges—many of which have invaluable archives.

The second phase of the project involves curriculum development. Once the archive is established, teachers will be able to draw on the database to build their own multimedia curricula. But Smith also envisions a series of curricular packages, covering such topics as early laws prohibiting the education of slaves; or education during the Reconstruction period; or the efforts of the Quakers to educate African-Americans.

The third phase of the project will be production of the documentary series, which has tentatively been titled "Learning to Be Free."

I asked Smith about the obstacles he has encountered—other than the inevitable rigors of fund-raising. He mentioned the difficult matter of copyrights, and the fact that institutions tend to place so much emphasis on the exclusive control of rare archival materials. He raises an important point. As educators take advantage of multimedia, we need to establish new ground rules governing the fair use of material for noncommercial purposes.

Smith also mentioned the challenge of breaking new ground in higher education. "There is very little precedent on our campuses for projects like this one," he said. "When I explain what I'm doing, colleagues tend to ask: 'But where's your hypothesis?' Many of them can't see the value of creating a product that can be used by a student, an eighth-grade teacher, or a scholar."

And the greatest reward? "That's easy," he said. "It's the chance to show that education has always been at the heart of the struggle by African-Americans for human dignity and social and economic advancement. This is a history that needs to be told. It's a tremendous opportunity."

California Supreme Court Upholds
Big Award in Tenure Bias Case

By CHRISTOPHER SHEA

The California Supreme Court has let stand a \$1.4-million award in a race-discrimination suit brought by a former faculty member against the Claremont University Center.

The decision was an unusual victory for the former faculty member, Reginald Clark, in two ways: Universities generally win tenure-discrimination suits, and the award Mr. Clark will receive is exceptionally large.

Mr. Clark, formerly an assistant professor of education at the Claremont Graduate School, sued the university in a state court in 1986, claiming he had been denied tenure because he was black.

At a jury trial in 1990, Mr. Clark said he had overheard some of the discussions of the department tenure committee concerning his candidacy. He said he had heard one professor say, "Us white people have rights, too."

Mr. Clark also said that his colleagues had made several racist comments in his presence. On one occasion, he said, the department chairman addressed him at a dinner party as "boy."

Another time, Mr. Clark said, a colleague called him "Calhoun," the name of a black character on the "Amos and Andy" radio show.

Claremont admitted that a faculty member had said "Us white people have rights, too," but argued that it was merely an inappropriate joke on a subject unrelated to the consideration of Mr. Clark's request for tenure. It denied that the other remarks had been made.

The faculty members in the education department voted 5 to 3 to recommend tenure, but a campus-wide tenure review committee voted 4 to 1 to deny it.

The Jury Didn't Buy It

At the time Mr. Clark sued, Claremont had no black professors with tenure. It has since given tenure to one black woman.

After one trial ended in a mistrial, a second jury in March 1990 awarded Mr. Clark \$1-million in compensatory and punitive damages and \$416,000 in legal fees.

That award was upheld by the California Court of Appeal. The California Supreme Court voted last month 6 to 1 not to hear the case.

Claremont argued at the trial in 1990 that Mr. Clark had not published enough to warrant tenure.

"At the trial it appeared that they were busy trying to come up with new explanations for what happened," said Godfrey Isaac, a lawyer for Mr. Clark. "The jury didn't buy it, and it seems the courts have gotten tired of hearing it."

A book that Mr. Clark wrote when he was an assistant professor at Claremont, *Family Life and School Achievement*, published by the University of Chicago Press, has since sold roughly 13,000 copies. Mr. Clark's editor, John Tryniski, described the book as "quite successful."

At various points in the appeal process, Claremont argued that the burden of proof had wrongly fallen

on the university instead of on Mr. Clark, and that an unbiased review of the tenure process by the institution's president had negated the effect of the racially insensitive comments.

"The poor precedent that is

**"Money is not what
drives a person
to go through what
I went through
for seven years
in the lawsuit."**

set," said Catherine B. Hagen, a lawyer for Claremont, "is that if there is evidence of racism or sexism at the very first level of consideration, there is no way to remove the taint. The president did everything he could to insure the process was fair."

Mr. Clark's lawyers argued that the president had merely "rubber-stamped" the tenure committee's decision. Mr. Clark said in an interview

Bennington College Trustees Deny Tenure
to Professor Backed by President and Faculty

BENNINGTON, VT. In an unusual move, Bennington College's Board of Trustees has denied tenure to a professor who had been endorsed by a faculty panel and the president.

The decision to withhold tenure from the literature professor, Maura Spiegel, has prompted letters of protest from students, professors, and alumni.

Some, angered by what they called an unprecedented decision, suggested that the trustees had denied Ms. Spiegel tenure because she had criticized their plans for reducing the faculty. She had also supported students who occupied the president's office to protest a plan to eliminate eight faculty positions. The cuts are part of a plan to reduce a \$1.5-million deficit.

Margaret Bucholt, a college spokeswoman, denied any connection between Ms. Spiegel's actions and the board's decision. Elizabeth Coleman, Bennington's president, said of the trustees: "I thoroughly

NEW BOOKS ON HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

Onebook in College Library Administration, by Alice Gortzog (Sagebrush Press, P.O. Box 4167, Metuchen, N.J. 08840; 165 pages; \$25 prepaid). Presents, in case-study format, 20 administrative problems commonly encountered by academic librarians.

The Clifford Years: The University of North Dakota, 1872-1882, by Daniel R. Rice (University of North Dakota, P.O. Box 8197, Grand Forks, N.D. 58202; 200 pages; \$10, plus \$2.50 for shipping). Recounts the university's history under the presidency of Thomas J. Clifford.

The College Union in the Year 2000 (New Directions for Student Services No. 68), edited by Terrence B. Milani and J.

Personal & Professional

view that the decision to deny his tenure had "totally transformed my career path." Mr. Clark, who has not had another tenure-track post since leaving Claremont, is now a lecturer in the department of human services at the California State University at Fullerton. He also serves as a consultant to state governments on educational issues.

"People in the academic community may think the money signifies some level of success," Mr. Clark said of his award. "But money is not what drives a person to go through what I went through in seven years in the lawsuit."

He added: "If I had not pursued this matter, my conscience would not have rested."

Ronald W. Walters, chairman of the political-science department at Howard University and vice-president of the National Congress of Black Faculty, said he knew of no other cases in recent years in which black men had won tenure-discrimination suits.

He said racial discrimination was common in tenure decisions, but almost impossible to prove. "People do things in secret that they won't do if their conversations could be made public," he said. "I think this case speaks to the need for sunshine laws."

For more information, contact Mr. Kantor, School of Communication, Rutgers University, Four Huntington Street, New Brunswick, N.J. 08903; (908) 932-1359; KANTOR@ZODIAC.RUTGERS.EDU.

accept the appropriateness of this being involved." She said the trustees have asked the literature division to do a self-study so "there is a real shared understanding of what the criteria are for everything relating to personnel." The board also rejected a recommendation to reappoint another literature professor, André Bernold.

Some professors said the board's action violated principles of academic freedom. "People are still astonished that the trustees would offer themselves as competent to make such a decision," said Richard Tristman, an English professor. "This is a trespass on something that's regarded as a matter of faculty sovereignty."

Ms. Spiegel, a Bennington alumna who has taught at the college since 1984, has appealed the board's decision. She said the board cited "absence of adequate completed professional work" as the reason for denying tenure.

—COURTNEY LEATHERMAN

Information Technology

LIBRARIES

- Laboratory to study technology for libraries
- Views differ on role of electronic libraries

Rutgers University is organizing a research laboratory to study new technologies for academic libraries.

The Alexandria Project Laboratory is designed to let faculty members and graduate students conduct highly specialized experiments. One of the laboratory's first ventures is a three-year project to develop a library interface for networked computers.

"The essential function of the library hasn't changed since the days of the first library in Alexandria, Egypt, and many of today's customs and policies are residues of the older technology of ink and print," says Paul B. Kantor, a professor of library and information studies and the laboratory's director. "The goal of the laboratory is to preserve what is essential while bringing the benefits of technology to scholars and students."

The laboratory will be a membership organization open to academic libraries and corporations with interests in library technology. Rutgers expects to support the facility in part with annual membership fees.

For more information, contact Mr. Kantor, School of Communication, Rutgers University, Four Huntington Street, New Brunswick, N.J. 08903; (908) 932-1359; KANTOR@ZODIAC.RUTGERS.EDU.

Creating a campus electronic library is more important to library directors than it is to chief academic officers, according to a survey by the University of Michigan.

The survey, conducted by Carol A. Hughes, a lecturer in the School of Information and Library Studies,

found that half of the library directors considered access to electronic information to be among their top three priorities, compared with only one-fifth of the academic officers. Both groups said budgetary issues and strengthening undergraduate education were the two top priorities.

For the survey, officers and directors at 96 research institutions ranked nine campus issues in order of importance for the next five years.

One reason an electronic library does not have a higher priority, said a report of the survey, is that officials think the cost of technology still outweighs its benefits. If institutions delay, however, "they had better budget for physical expansion and for the costs of maintaining both traditional and electronic resources during a long transition period," said the report.

For more information, contact Ms. Hughes, School of Information and Library Studies, University of Michigan, Ann Arbor, Mich. 48109-1399; (313) 763-6035.

—BEVERLY T. WATKINS

Briefly Noted

■ "Is the Library a Place?," the minutes of the 118th meeting of the Association of Research Libraries, is available for \$30 from ARRL, 1527 New Hampshire Avenue, N.W., Washington 20036; (202) 232-2466.

■ The *RLG Preservation Microfilming Handbook*, a 204-page manual on practices and procedures for preserving monographs and serial publications, is available for \$80 from the Distribution Services Center, Research Libraries Group, 1200 Villa Street, Mountain View, Cal. 94041-1100; (415) 962-9951; RL.DISC@RLG.BITNET.

NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

COMPUTER PROGRAMS

Architects' Dream, "Contractor's Dream, Version 4.5," for Apple Macintosh. Lets users estimate prices for roofing, decking, paneling, dry wall, brick, tile, masonry, concrete, insulation, fencing, and more; includes cutting program for rafters, trusses, stairs, windows, and doors; lets users complete bid sheet four ways and keep running daily costs; \$27.50. Contact: Workhorses Inc., 805-14th Street, Golden, Colo. 80401; (800) 777-2477 or (303) 279-8551.

Base-base management, "ReFile," for IBM PCs and compatibles. Lets users establish a filing system for cataloging and retrieving reference articles and producing bibliographic lists; assigns numbers to documents and prints labels and index cards; \$75. Contact: Megastar Corporation, 1771 North Meridian Street, Suite 200, Carmel, Ind. 46032; (317) 844-5380.

Financial aid, "MICRO-PAIDS," for Apple Macintosh. Lets financial-aid administrators automate the application process, including receipt of applications, document tracking, needs analysis,

budget construction, determination of grant size, packaging, disbursements, and reporting; \$3,500; site licenses available. Contact: L&S Software Services, 2099 Gateway Place, Suite 420, San Jose, Cal. 95134 (800) 227-6734 or (408) 452-0963.

Geography, "ECOMAP," for Apple Macintosh and IBM PCs and compatibles. Electronic atlas helps students understand the placement and variety of global ecosystems; data base contains all major terrestrial systems and combinations, including five types of forest, second-growth woods, savanna, grassland, farms and towns, irrigated cropland, desert, tundra, wetlands, coasts, and hinterlands; includes nine lessons with graphics; \$19.95; site licenses available. Contact: Save the Planet Software, Box 45, Pitkin, Colo. 81241; (303) 641-5035.

OPTICAL DISK

Agricultural data bases, "Foods Intelligence on CD," for CD-ROM players used with IBM PCs and compatibles. Contains bibliographic information from 7,600 publications on basic and applied food science research from 90 countries; includes food preservation and contamination, labeling regulations, packaging, developments in biotechnology, human nutrition and diet, and sensory evaluation; 1992 edition with 50,000 records, \$1,390; 1985-91 edition with 220,000 records, \$2,760. Contact: SilverPlatter Information Inc., 100 River Ridge Drive, Norwood, Mass. 02062-5026; (800) 343-0064 or (617) 769-2799.

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Ways & Means

Sterling College's President Steve E. Wright has invited President Bush, Gov. Bill Clinton, and their running mates to visit the campus and go through its Wilderness Ropes and Obstacles Course.

The course consists of 13 stations, including a climbing wall, two shaky, 20-foot-high balance beams, a "Tarzan" swing into a net, and a Burma bridge ascending to a platform 30 feet above ground.

All students and faculty members at Sterling, which offers two-year degrees in environmental fields, must go through the course.

Mr. Wright sent letters to the candidates saying: "With the environment a crucial issue in this year's election, I urge you to consider visiting our campus, tackling our ropes course, and witnessing effective environmental education."

He noted that while the course is "intimidating," it is safe: "Participants are attached to a safety line at all times."

To date, Mr. Wright said he had not heard from either the Bush or Clinton campaigns.

Proponents and opponents of the Superconducting Supercollider made their final appeals for support last week before a crucial Senate vote on the controversial particle accelerator.

But the battle for media attention was clearly won by the project's supporters when President Bush paid a visit to the SSC Laboratory near Dallas and reinforced the arguments of physicists there for continued financing of the \$8.25-billion project.

Mr. Bush's visit overshadowed a news conference held the same morning by the supercollider's opponents, who conceded that they probably would not have the votes to win in the Senate.

In June, concerns over the growing federal deficit prompted the House of Representatives to vote against continuing the construction of the supercollider. The Senate Appropriations Committee, however, gave the project its vote of confidence. Two weeks ago, it approved \$550-million for the project in its version of the fiscal 1993 energy appropriations bill.

Since many experts doubt the Senate will follow the House in killing the supercollider, some opponents are already taking steps to make certain the project does not survive a House-Senate conference committee designed to resolve differences between the two versions of the measure.

Aides say Rep. Sherwood L. Boehlert, a New York Republican who has been one of the most vocal critics of the project, plans to introduce a resolution that would direct House members of the conference to kill the supercollider if the Senate provides money for the project. He also plans to introduce legislation to prohibit SSC managers from awarding contracts to foreign companies without competitive bids.

Government & Politics

2-Year Colleges Face 'Dual-Edged Sword' in Seeking Tax Increases Amid Recession

They mull what to ask for, how to win, and how to mend their image in the face of defeat

By Joye Mercer

WHEN the Maricopa County Community College District asked the electorate in June to support a \$340-million bond issue to buy computers, renovate buildings, and build an 11th campus, the voters responded.

Fifty-four per cent of them said No.

The defeat, in a rapidly growing Arizona district that traditionally has enjoyed strong public support, reinforces the politician's mantra: no new taxes.

Some educators also say the verdict proves community-college officials should more carefully mull what to ask voters for, when to ask, how to win, and how to restore the college's image in the face of defeat.

But other educators say there is no scientific formula for getting a tax issue passed. Much of it is intuition, no matter what the economic climate.

"If we wait for the right time, we'll never have it," says William C. Witter, president of Santa Fe Community College, where officials are in the midst of a campaign for an \$18-million bond issue that will be decided September 15. "You have to ask for it when you need it and hope voters will be responsive."

Enrollments Are Mushrooming

Many community-college officials feel that the need is present right now—what with the nationwide recession limiting state support at the same time that enrollments are mushrooming. National data on two-year tax issues are not available, but some observers say there seem to be more of them now than in recent memory.

The need for local property taxes is exacerbated, educators say, because tuition cannot be much higher without making it impossible for some students to enroll.

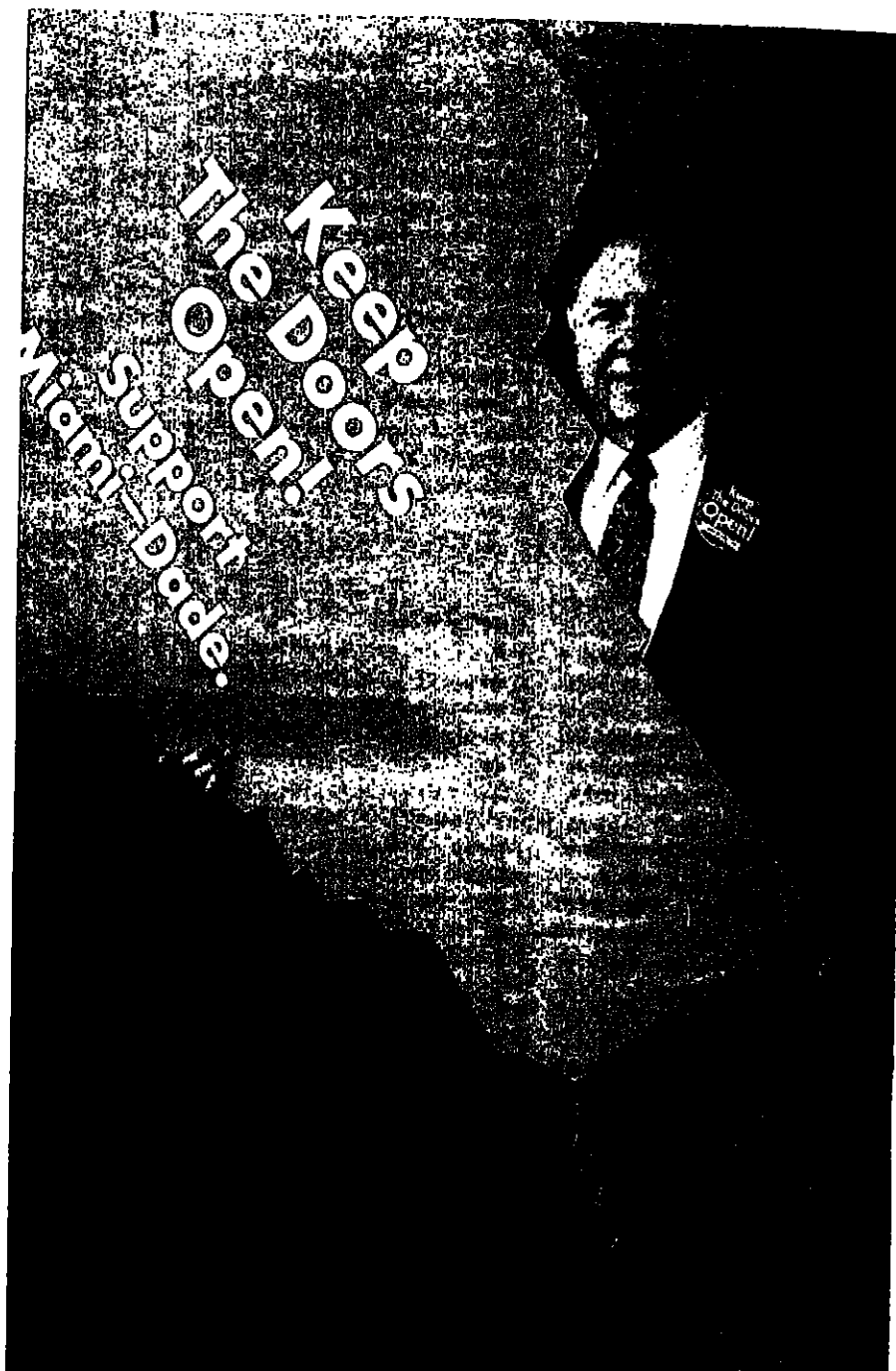
Community-college elections, which generally are run and financed by college foundations, are never a sure thing. They are fought on a personal, local level, where it is very easy for voters to see the impact their decision will have on their taxes.

"We have a problem where local boards tend to budget each year too much of their annual appropriations for salaries and benefits at the expense of plant maintenance and equipment purchases, with an eye toward having bond issues at frequent intervals," says Kevin J. McCarthy, president of the Arizona Tax Research Association, which opposed the Maricopa issue.

The Maricopa tax levy would have cost taxpayers 9.4 cents per every \$100 of assessed real-property valuation through 1994.

Where community colleges succeed in bond votes, officials say it is evidence of the symbiotic relationship that exists between the two-year college and the community it serves.

"Our job is to get the message out that the college really serves the community,"



President Robert H. McCabe of Miami-Dade Community College: "Prospects are better when you go to the public with a specific purpose in mind."

says Sandra K. Golden, associate vice-president for public affairs and information at Cuyahoga Community College, where voters in June renewed the college's tax levy by a 70-per-cent margin. "For the community college, that's a very real image, particularly when economic times are tough."

Preparing to Do Battle

In Cuyahoga's case, taxpayers were merely asked to renew a tax levy that had helped support the college for 10 years, yet the college waged a major campaign, enlisting the support of business executives and local leaders. The message, educators say, is that colleges should be prepared to do battle whenever they ask voters for support.

"People just don't want to pay taxes," says James L. Wattenbarger, professor of

higher education at the University of Florida. "This is an attitude toward support of public services that has been created by our government itself. It's unfortunate, and an attitude that we will have to overcome."

An Arizona legislative analyst familiar with the Maricopa vote says a tax issue can be a "dual-edged sword" for a college.

"If a college wins, it's great, because you've created the perception in the legislature that the college is well supported by people within the district," says the analyst, who asked to remain anonymous. But if the college loses, "it makes people more skittish about the prospect of raising taxes in the future" and may weaken legislative support.

Fear of voter disapproval and its aftermath kept Gaston College's Board of Trustees from seeking voter approval to

issue \$15-million in bonds for an industrial training center this year.

"We felt the voter temperature was not at the right level to ask for those funds," says H. Lanier Williams, vice-chairman of the board. "We recently had a county-commissioner primary, and virtually all of the incumbent commissioners were let out to pasture."

Discontented Voters

Other college observers agree that a "No" vote may only reflect economic conditions and general voter discontent, not disapproval of a particular college.

"The economy is not as strong as it has been and chances are that there will be a voter reaction to that," says David R. Pierce, president of the American Association of Community and Junior Colleges. "The fact that citizens make a statement at one time that they don't want to support a tax issue or bond, doesn't necessarily mean the citizens view the college in a negative light."

Abel Sykes, Jr., president of Lansing Community College, where voters overwhelmingly defeated a tax increase in April that would have yielded an additional \$10-million annually for the college, agrees that the loss there was symptomatic of the times.

"This vote was a combination of people thinking taxes are high and being concerned about whether they'll keep their jobs," he says.

Mr. Sykes adds that many of the voters might have been more supportive of a tax increase if the college had "bled in public."

"Our buildings were clean, our lawns were green, we hadn't had massive layoffs, we were meeting our contracts," he says. "We weren't able to get voters to understand that since November 1990, we haven't filled any full-time positions."

A local group called Citizens for Responsible Taxation opposed the tax increase, which would have cost the owner of a \$60,000 house an additional \$60 a year in property taxes.

These days, says Jan W. Lyddon, director of institutional research at Saginaw Valley State University and co-author of a 1990 book on state budgeting for higher education, taxpayers want direct, noticeable results to follow their tax dollars.

"People want to give for a specific purpose," says Ms. Lyddon, a former research analyst for the Michigan House of Representatives. "It's 'I want to see that the campus is doing what I value.' That puts two kinds of requirements on educators: that we communicate results, and that we produce results."

Evidence of Cutbacks Sought

Voters also want evidence that college administrators are cutting back expenses before they ask the public for more money. The loss of a bond issue can be a reminder of that, some say.

"Perhaps that makes a college take a hard look at what they're spending money on and decide whether they should reallocate money to some projects," says the Arizona legislative analyst. "If administrators can demonstrate they're doing that, next time around they'll be more successful."

At Miami-Dade Community College, the

NEW RESPONSIBILITIES

Reauthorization Act Says Accreditors Must Monitor Campuses' Compliance With Rules on Student Aid

By SCOTT JASCHIK

WASHINGTON

Regional accrediting associations had a serious scare last fall when Congress considered replacing them with state education agencies as the primary reviewers of colleges seeking to participate in federal student-aid programs.

In the end, lawmakers bowed to pressure from the accreditors, as well as from many colleges, and retained the role of accreditation. But the bill to reauthorize the Higher Education Act, which President Bush signed last month, will force accrediting agencies to assume more responsibility for monitoring the compliance of colleges with federal student-aid rules and to limit defaults on student loans.

Many higher-education leaders view those changes as a reasonable price to pay for keeping the accreditation system alive. But some accreditors and educators say the changes will pervert the accreditation system and allow the Education Department to shirk its responsibilities.

Expanded Reviews of Colleges

The six regional accrediting associations have long played a crucial role in student aid. Students can obtain federal grants and loans only if they attend colleges that are accredited by associations recognized by the Education Department. The Higher Education Act includes measures by which the department is supposed to judge the agencies in deciding which ones to recognize.

Traditionally, the law and the department's regulations have focused on such issues as whether an accrediting agency has been functioning well for a set period of time and whether its methods are widely respected. This year's reauthorization bill, however, requires that accrediting associations expand their reviews of colleges to include stu-

dent-loan default rates and compliance with student-aid rules.

The legislation also requires the state education agencies to conduct reviews of institutions in their state that meet certain criteria, including:

- A student-loan default rate of at least 25 per cent.

- A default rate of at least 20 per cent if more than two-thirds of students receive federal aid or more than two-thirds of expenditures are paid with student aid.

- More than two-thirds of its expenditures are paid with Pell Grants.

The state agencies can contract with accrediting groups to conduct these reviews, which would be important to colleges because state licensure is also required for a college's students to participate in federal-aid programs.

Members of Congress who pushed for the changes said they wanted more assurance that colleges and trade schools with high default rates and questionable practices would be monitored and, where appropriate, kicked out of federal programs.

Opposition to that view comes from some accrediting officials, who fear that they are being asked to take on a task for which they are not qualified, and from college officials who say too much emphasis is being placed on default rates.

'Not an Investigative Agency'

Courts Oulahan, a Washington lawyer who represents the Middle States Association of Colleges and Schools, said the legislation failed to take into account the primary mission of accreditation: insuring educational quality.

Mr. Oulahan said that accrediting teams, consisting mostly of educators, were better suited to examine colleges' curricula and student services than to

review the mechanics of a student-aid office.

"We don't have the facilities or the know-how to do what the Education Department does," he said. "We're not an investigative agency. We're an educational agency. Are we going to have to hire a whole troop of auditors?"

Others question the focus on default rates. Jeremy R. Berg, vice-president for student services at Jordan College, said that a high default rate indicated "that a school serves poor people," and did not mean anything about quality.

Jordan has been fighting a battle with the Education Department over its default rates, which department officials have said are running as high as 45 per cent, but which college officials maintain are much lower. In any case, Mr. Berg said, the college has discouraged students from borrowing and only about 30 per cent of its students do borrow, so a default rate is not an accurate reflection of the college or its students.

He said the new legislation was "like blaming the horse for what the rider did."

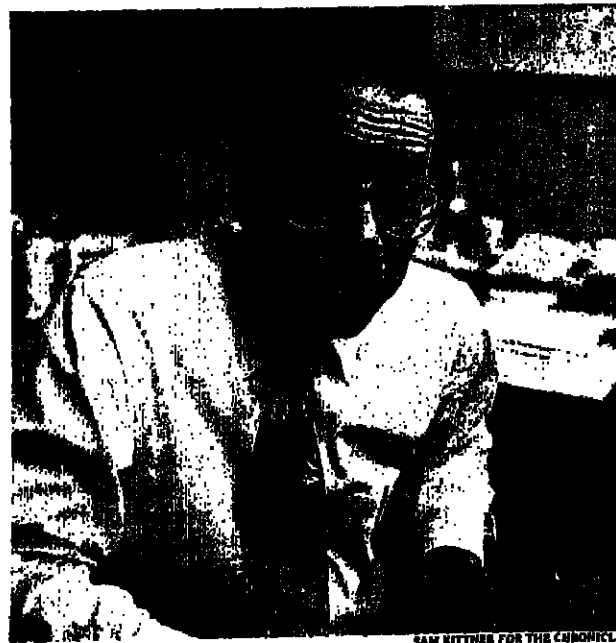
Treatment of Black Colleges

William A. Blakey, a Washington lobbyist for historically black colleges, said he was particularly concerned about how accrediting associations and state agencies would treat black colleges with high default rates. "There's a great deal of fear in black colleges about potential abuse," he said.

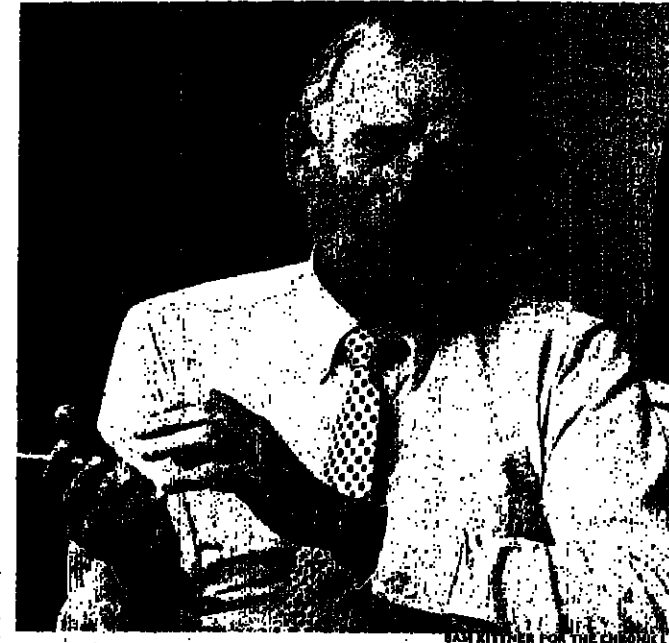
Mr. Blakey said that black colleges with high default rates continued to offer good educations to students, but were hampered by the lack of federal grants to keep students from having to borrow large sums of money.

He said that Congress's failure to increase the maximum amount of Pell Grants meant that borrowing, and de-

Continued on Page A24



William A. Blakey, a lobbyist for black colleges: "There's a great deal of fear in black colleges about potential abuse."



Kenneth Perrin, president of the Council on Postsecondary Accreditation: "Reason prevailed" in Congress.

Community Colleges Face 'Dual-Edged Sword'

Continued From Preceding Page
largest two-year college in the country. President Robert H. McCabe hopes that communicating with voters will garner support for a two-year tax for the college, the first in its history. The tax, on the ballot in September, will finance a \$108-million endowment. The tax would cost homeowners 75 cents for every \$1,000 of assessed property value.

"If voters know what the money is to be used for, and that particular use is of interest, they'll vote for it," he says.

Waging a 'Stealth' Campaign

In Maricopa County, some observers say it wasn't a lack of interest in the district's planned uses for the bond issue that killed it, but the perception that the district was waging a "stealth" campaign to win.

"There is a history of them taking the 'hit quick' approach—you don't talk a lot and you keep it out of the paper as long as possible," Mr. McCarthy, of the tax association, says.

But a Maricopa district official says the college was trying to save taxpayers money by consolidating some polling places and not mailing out sample ballots.

"In retrospect, I would say we were probably too low-key," says Jack W. Lunsford, the district's government-relations director. "And from my perspective, that let other people set the terms of the debate."

Mr. McCabe says he was initially advised to wage a quiet campaign for the Miami-Dade tax, to limit the chances of arousing voters who might oppose the tax. But the more he speaks about the endowment, the more support he gets for the tax, he says.

"We're not reserved about it anymore," Mr. McCabe says.

The strategy has included letter-writing and telephone campaigns and advertising in community newspapers that have donated space. Mr. McCabe even used the occasion of his recent wedding to advertise the campaign. A small card enclosed in wedding invitations requested that family and

friends not purchase gifts for the couple. But if guests wished to, they could contribute to the Miami-Dade Community College Foundation, which is financing the tax effort. By the end of July, nearly \$14,000 had been collected.

The Arizona legislative analyst says community colleges "should be as open as possible" when campaigning for a tax issue.

"If you can't afford to show yourself, you don't have any business going to voters," he says.

Wayne County Community College officials have been running a high-profile campaign to win their August tax levy because educators say they can't afford to lose, as they did in 1968, 1972, and 1990.

Limited Number of Options

"You can't have something without paying for it," says George W. Swann, III, executive director of college relations.

No matter what strategies they use, educators say going to the voters is one of a limited number of options they have for financing new construction and buying needed equipment. Now, to convince the voters, they say.

"Whatever happens, I see this as a win-win situation," says Martin Fine, chairman of Miami-Dade's Board of Trustees. "We can win the election, or if we lose, we will at least have brought our message to the community, and we'll find out how to bring it in a better way next time."



Maricopa's Jack W. Lunsford: The college's campaign efforts for a tax increase "were probably too low-key."

Government & Politics

WASHINGTON ALMANAC

- Tax measures sought by higher education advance in Congress
- House rejects measure that would have killed space station
- Office of Naval Research revises approach to overhead costs

Tax measures sought by colleges and universities advanced last week in the House of Representatives and the Senate.

In both cases, however, the final outcome was uncertain because of conflicts over provisions having nothing to do with higher education. In addition, some parts of both bills worried college officials.

The Senate Finance Committee approved legislation that would return the full tax advantages of making gifts to charities of appreciated property, allow non-profit groups to accept corporate sponsorship of public events such as college bowl games without paying a tax on the money received from the companies, and end a limit on the amount of tax-exempt bonds that could be issued on behalf of private colleges.

The committee's bill would also extend a limit on itemized deductions for some taxpayers. While the limit has not had a major effect on contributions to colleges, higher-education officials have been bothered by the idea of any limit on deductions.

The House, meanwhile, approved a bill last week that would take the same action as the Senate Finance Committee with respect to college bowl games. The House bill would also formally subject to taxation the revenue that colleges and non-profit groups receive from "affinity" credit cards.

The IRS now taxes such revenue, so the change is not expected to lead to major losses in income for colleges.

—SCOTT JASCHKE

Space-station advocates won the day by predicting a crippling effect the termination of the project would have on the economy and the future of American leadership in space.

They said that shutting down the space station would result in the loss of 75,000 jobs.

"We cannot afford to relinquish a generation of American leadership in exploring space," said Rep. Jim Buechler, a Florida Democrat.

"We cannot afford to allow one more vital American industry to be shipped overseas."

—STEPHEN BURD

The Office of Naval Research, which sets the overhead rate for federally supported research at 44 colleges and universities, will reorganize its office of university business affairs to bring negotiations of

new rates under tighter central control.

The ONR will form one small team of experts on academic overhead costs that will go to all 44 of the institutions for rate negotiations. Fred E. Szafield, director of the agency, said the change should make the negotiation process more uniform from institution to institution. Mr. Szafield added that the agency was reorganizing in response to "fundamental problems" with the business office that had surfaced in government investigations of improper overhead charges at Stanford University. Stanford is one of the universities for which the ONR is responsible.

The agency will also reduce the number of offices across the country responsible for particular insti-

tutions from 14 to five. None of them are likely to be on college campuses, as eight now are.

Instead of reporting to two regional managers, as the 14 offices now do, they will be directly under the director of the business-affairs office in Washington. That official, in turn, will report directly to Mr. Szafield. At each institution, the ONR's team for negotiating rates will include a representative from the office responsible for that institution.

Mr. Szafield added that the overhead-negotiations team should be operating by January. The other changes, he said, will not be completed until the fall of 1995, to avoid disruptions in the agency's work and to avoid layoffs.

—COLLEEN CORDES

STATE NOTES

- La. commissioner criticized by black alumni
- Agency proposes bonuses for Texas colleges

The Southern University System's alumni group has adopted a resolution condemning Louisiana's Higher Education Commissioner, Sammie Cosper, for saying that the easiest way to desegregate the state's public-college system would be to close historically black colleges.

Southern is the nation's only historically black-college system.

Mr. Cosper made the remark at a July meeting of the Board of Regents' Planning and Research Committee, during a discussion of the effects on Louisiana colleges of the U.S. Supreme Court's June ruling that Mississippi had not done enough to desegregate its higher-education system. A federal judge threw out Louisiana's desegregation case in 1990, but that decision is under appeal.

Mr. Cosper said in an interview that his statement was reported incompletely by local reporters. In the committee meeting, Mr. Cosper recalled, he said closing historically black colleges, while perhaps the easiest way to "undo" segregation, would not occur and was not something he advocated.

"I feel like what I said was taken out of context, and I think it got blown quickly out of proportion," he said.

Southern's National Alumni Federation got wind of Mr. Cosper's comments during its annual meeting, and two days later adopted a resolution calling for an investigation of him and the Board of Regents.

"If we want to desegregate, let's start with LSU and Louisi-

ana Tech," said Michael R. D. Adams, first vice-president of the federation, which has a membership of over 85,000. "We're not going to stand idly by and allow either Southern or Grambling to be closed."

Some of the members questioned whether the federation should adopt the strongly worded resolution, but Mr. Adams said: "It's time we call racists racists and let the chips fall where they may."

—JOYE MERCER

The Texas Higher Education Coordinating Board has recommended performance-based bonuses for colleges and universities, as well as a \$22-million shift in faculty salary appropriations from doctoral to undergraduate institutions.

The board's first proposal, approved last month, would base a small part of an institution's budget on its performance in 13 areas, including the numbers of minority and community-college transfer students who enroll and graduate and the number of undergraduate classes taught by tenured faculty members.

The second proposal would shift \$22-million in faculty salaries from doctoral to undergraduate institutions. The state spends a total of \$818-million annually on faculty salaries.

Board officials said the reallocation plan was intended to support undergraduate education, while redressing salary imbalances. Both proposals must be approved by the Legislature.

—KATHERINE S. MANGAN

Backers of Fetal-Tissue Research Move Again to Overturn Ban

By STEPHEN BURD

WASHINGTON
Lawmakers who support fetal-tissue research are trying out a new strategy. Despite some positive signs, it is not yet clear whether it will work.

The Senate Committee on Labor and Human Resources voted for a bill last week that carries out President Bush's plan to create banks for fetal tissue from ectopic pregnancies and miscarriages.

The President, who says use of other fetal tissue would encourage women to have abortions, has said he has no objection to the use of the kind of tissue that would be in the bank. But many researchers say it is extremely difficult to procure and is often genetically abnormal.

One-Year Deadline Proposed

Under the new legislation, if the bank were unable to provide tissue to researchers by next May—a year after the President first ordered the creation of the bank—scientists would be allowed to use tissue from induced abortions and still receive federal support.

The bill, which also reauthorizes programs in the National Institutes of Health, is expected to reach the Senate floor shortly. A similar bill has been introduced in the House of Representatives by Rep. Henry A. Waxman.

The bills would replace earlier legislation that died in June, when the House failed by 14 votes to override the President's veto. The key point of contention in that legislation was a provision to overturn

completely the ban on fetal-tissue research.

Lawmakers must now convince some Representatives who previously opposed the bill to change sides to override an expected Presidential veto of the new bill. This, they admit, may not be easy.

But some are optimistic. An aide to a Republican Congressman who supported the original bill said that several Democrats and Republicans who voted against the first bill "are now seriously reconsidering their votes."

The aide, who asked not to be identified, said those lawmakers felt "hoodwinked" after reading reports that some Administration officials admitted exaggerating the amount of tissue that will be available from the bank.

Legislation backers also hope to gain the support of Congressmen who attacked the original bill primarily on its costs. These lawmakers had also complained that the bill smacked of "pork-barrel politics" with provisions in the bill for the NIH to purchase a satellite campus in Maryland and to renovate its main clinical center.

A Second Look

The new bill eliminated most of those costs by stripping specific authorization levels for the different institutes and eliminating the provisions about renovating NIH facilities and adding a campus.

Some lawmakers who opposed the original bill on fiscal grounds appear to be taking a second look now. An opponent of the first bill,

Rep. Jim Ramstad, a Minnesota Republican, is pleased with the new bill and will vote in favor of it, says Maybeth A. Christensen, Mr. Ramstad's chief of staff.

Rep. David Dreier, a Republican from California, may be reconsidering, as well. "Because this bill is less expensive, it will be more attractive to him," an aide to Mr. Dreier said.

Some Are Still Opposed

Others who argued about fiscal responsibility on the floor of the House are still likely to oppose the new bill because of strong anti-abortion sentiments.

For example, Rep. Tom DeLay, a Texas Republican, complained on the House floor that the original bill was "budget busting." But Mr. DeLay will not support the new bill, said his press secretary, Trish Brink, because "he is opposed to use of any tissues that aren't naturally aborted."

Another House aide said she did not think too many Republicans would switch sides because of "election-year politics." She said bill supporters should focus on the "30 plus" Democrats who opposed the original bill.

But many of those representatives also have taken strong anti-abortion stands. An aide to Rep. Tony P. Hall, an Ohio Democrat, said that Mr. Hall would probably not support the bill, because "he has voted mostly with the pro-life coalitions, and I understand that the pro-life organizations are not happy with the compromise."

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House Votes to Cut Pell Grants and Increase NIH Spending on Research

By THOMAS J. DeLOUGHRY

WASHINGTON
The House of Representatives voted 345 to 54 last week to approve a bill that would finance education, health, and labor programs in the government's 1993 fiscal year, which begins October 1.

The legislation would cut the maximum size of a Pell Grant by \$100 and trim other student-aid programs by 1 per cent for the 1993-94 academic year. It would also increase spending for health research at the National Institutes of Health by 3.1 per cent.

Lawmakers said they were unhappy with the bill, but that it was the best that could be expected un-

der current budget conditions. "We have done our best to fashion a good bill within the constraints of our budget allocations," said Rep. William H. Natcher, the Kentucky Democrat who heads the subcommittee that drafted the bill. "We have made the hard choices rather than resorting to gimmicks."

The Senate version of the bill will not be drafted until next month. A final compromise bill is not expected to be developed until sometime close to the October 1 deadline.

The Pell Grant program was one of the issues that prompted the most discussion among lawmakers on the House floor last week. The

bill would increase spending for the grants but would not provide enough to keep up with rising demand.

The House Appropriations Committee therefore said the maximum grant should be reduced to \$2,300 a year, from the current level of \$2,400. It also approved a provision that would have allowed the Education Secretary to set the limit lower if funds were insufficient.

'He Singled That Out'

Providing the Secretary with some authority did not sit well with some lawmakers, who argued that it was Congress's role to set the maximum Pell Grant. Rep. William

D. Ford, the Michigan Democrat who heads the Education and Labor Committee, persuaded his colleagues to repeal the provision and to specify that the maximum should be \$2,300 in 1993-94.

Representative Ford also succeeded in removing from the bill language that would have saved money by denying Pell Grants to students who attend college less than half time. Mr. Ford argued that it would be wrong for Congress to bar such grants so soon after President Bush cited the extension of grants to part-time students as a major benefit of the law that reauthorized the Higher Education Act. "He singled that out,

and it sort of looks like we're spitting in his eye if just less than a week later we repeal that part of the bill that he has just signed," Mr. Ford said.

Women's Groups Pleased

Meanwhile, advocates for women's health applauded the bill for requiring the National Cancer Institute to raise spending for research on breast, cervical, and ovarian cancer by one-third over 1992.

Other lawmakers were angry with the small overall increase for the NIH. "The number of new and competing grants—and the number of grants over all—to find the cause, and to prevent and treat so many diseases will decline," said Rep. Joseph D. Early, Democrat of Massachusetts. "Grant awards, which are already reduced below peer-review-recommended levels, will, in all likelihood, be cut even further—slowing research."

In a victory for advocates of increased spending for education and health research, the House voted 290 to 95 against an amendment that would have cut all discretionary programs in the bill by 1.05 per cent.

WASHINGTON ALMANAC

In Federal Agencies

Audits. The Housing and Urban Development Department has issued an interim rule that establishes requirements for the audits of federal awards given to institutions of higher education and other non-profit organizations. Comments must be received by September 23 (*Federal Register*, July 27, Pages 33,232-7).

Veterans' education. The Veterans Affairs Department has proposed rules that would govern the beginning date that surviving spouses of veterans become eligible for dependents' educational assistance. Comments must be received by August 28 (*Federal Register*, July 29, Pages 33,473-4).

Veterans' education. The Departments of Defense and Veterans Affairs have proposed rules that would amend existing regulations governing the Post-Vietnam Era Veterans' Educational Assistance Program. Comments must be received by August 28 (*Federal Register*, July 29, Pages 33,474-75).

Veterans' education. The Veterans Affairs Department has proposed rules to amend existing rules governing the Health Professions Educational Assistance Program, which provides scholarships to veterans pursuing health-care degrees. Comments must be received by September 28 (*Federal Register*, July 29, Pages 33,471-3).

New Bills in Congress

Copies of bills may be obtained from Representatives (Washington 20515) or Senators (Washington 20510).

HOUSE OF REPRESENTATIVES

Charitable trusts. H.R. 5636 would amend the Internal Revenue Code to require executors of charitable remainder trusts to notify beneficiaries of their interests in the trusts. By Representative Gibbons (D-Fla.).

Education savings. H.R. 5669 would allow families to contribute up to \$3,000 in tax-deductible savings to an educational savings account and would exclude from calculations of gross income the amounts received under certain prepaid-tuition plans. By Representative Ederlich (D-Ala.).

Health research. H.R. 5673 would amend the Public Health Service Act to establish peer-review groups and revise programs of the Agency for Health Care Policy and Research. By Representative Waxman (D-Cal.).

SENATE

Historic records. S. 3099 would reauthorize the National Historical Publications and Records Commission for six years. By Senator Sarbanes (D-Md.).

Government & Politics



End Paper: 'Writings' from mythical cultures B36



The Arts: The historian as gag writer B4

Mélange
B5

Letters
to the Editor
B2-3, B6

Bulletin Board
B7-35

THE CHRONICLE OF HIGHER EDUCATION

Section 2

August 5, 1992



PHOTOGRAPHS BY JIMMY KAPLAN. THIS PAGE IS BY JIMMY KAPLAN. JAMES KAPLAN, JAMES KAPLAN, JAMES KAPLAN

By Rebecca M. Blank
THE ROOTS in Los Angeles have renewed the debate over the causes and consequences of urban poverty. One reporter who was interviewing me recently asked a key question: "Is there anything new about the problems facing the poor in America's cities today, or are we just talking about the same old problems?"

Most of the problems faced by today's poor are indeed similar to those that poor people faced in past decades. But some important social and economic changes have intensified certain problems. To understand and address the problems of poverty in the 1990's, scholars need to engage in more cross-disciplinary and cross-methodological conversations.

Despite the political rhetoric that maintains that poor people's behavior is "worse" than it used to be, little evidence supports this claim. When unemployment fell rapidly in the 1980's, poor people's employment rates and the number of hours they worked rose substantially. The rising share of births outside of marriage is primarily due to a decline in the birth rate among married couples and an increase in the proportion of single women in the population; the probability of a single woman's giving birth has risen only slightly. Further, there is no evidence that anyone is staying on welfare longer now than in the early 1970's.

As has been true for many decades, poor families are poor primarily because of a mix of their own limited skills and limited

Social Scientists and the Problem of Poverty

opportunities for employment and earnings. Social scientists' understanding of the problems facing poor families has shifted, however, over the last decade. First, economists have established that wage rates among less-skilled workers have been falling steadily since the late 1970's. Among both high-school dropouts and high-school graduates, real wages (wages after inflation) are 5 to 13 per cent lower now than they were in 1980. In sharp contrast, real wages among college-educated Americans have risen steeply since 1980.

The causes behind this widening inequality are still only partially understood by scholars, but there is increasing evidence that it is due to a series of economic and technological shifts that decreased the demand for low-skilled workers. Whatever the cause, the result is that it is increasingly difficult for a low-skilled person to work his or her way out of poverty. In 1990, 17 per cent of the heads of families living below the poverty line worked full time all year long; an additional 38 per cent worked part of the year. Thus the predominant

employment problem for poor families in the last decade has not been the availability of jobs, but the nature of the jobs available.

Second, the growing share of the poor who are single parents makes it increasingly difficult to escape poverty through earnings alone. Single parents can rarely rely on other adults to supplement their earnings; they often face greater out-of-pocket child-care expenses than married couples; and, because single parents are usually women, the jobs available to them are often low paying. Among children who live with only their mother, more than 50 per cent are poor; in black and Hispanic families, the figure is more than 65 per cent.

THIRD, led by William Julius Wilson, scholars have become increasingly concerned with the problems faced by the urban poor who live in communities that have been labeled "underclass." These are neighborhoods characterized by a concentration of poverty and joblessness, serious crime problems, and inadequate community institutions, such as schools. While the evidence indicates that only a fraction of the poor live in such neighborhoods (9 per cent of all poor and 21 per cent of the African-American poor in 1980), the extreme problems of these areas create multiple barriers for those who seek a way out.

Given the intense focus by the press on race-related issues following the Los An-

Continued on Following Page

OPINION

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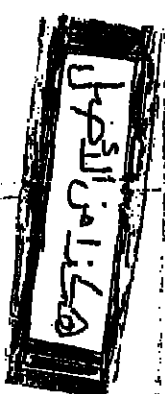
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Social Scientists and the Problem of Poverty

Continued From Preceding Page

ges riots, it is perhaps worth noting that none of these problems is unique to African Americans, although the problems are often worse among African-American families. For instance, because of the extreme degree of housing segregation faced by blacks, deteriorating urban neighborhoods have affected the black urban poor more than any other poor group.

But the social-science literature is clear that the problem is more than one of race. To define the problems of the urban poor as predominantly "black problems" does a disservice to the two-thirds of African Americans who are not poor, as well as to the two-thirds of the poor in our central cities who are not black. Declining earnings opportunities and changing family structures create poverty for all groups.

These changes in our scholarly understanding of the causes of poverty have clear implications both for the urban-policy agenda and for the academic-research agenda. What economists call "human capital" is a key to fighting poverty. People must have the skills necessary to compete in the labor market of the 1990's.

TO PREVENT today's children from facing the same problems as their parents, we must insure that the public schools are safe and effective institutions. Non-college-bound students in particular need to see a clear link between school achievement and future employment opportunities. If we have only a few billion dollars to spend on the next anti-poverty program, I'd put all of it into efforts at school reform and improvements in urban public education.

To assist adults, we need a major national program of job training. A substantial body of serious research on job-training programs for low-income adults has been collected over the past decade. This research demonstrates that such programs can increase the employment rates and the income of participants.

Unfortunately, the continuing growth of single-parent families and the continuing decline in wages for low-skill jobs suggest that an "employment strategy" alone may not be adequate. Even when women work close to full time, their earnings are often not enough to allow them to escape poverty. Given this fact, social scientists who work on family issues are suggesting that it may be unreasonable to expect poor women with low skills and primary responsibility for child care to become entirely self-sufficient through employment.

This means strengthening laws requiring absent parents to contribute to child support, as well as maintaining or increasing income supplements such as the Earned Income Tax Credit. A "both/and" policy may be necessary, combining job training and job-search assistance with supplemental assistance to assure that those who do work have adequate income to support their families.

The concern over impoverished communities in inner-city neighborhoods has led to growing discussion among scholars and policy makers about the need for a "multiple strategy" approach in these areas. Rather than focusing on a single problem or strategy, neighborhoods that face multiple and concentrated problems may need multiple and simultaneous interventions



PHOTOGRAPH BY AMY ZUCKERMAN, IMPACT VISUALS

that involve many groups—businesses, churches, schools, city officials, police precincts, and welfare offices.

The school-reform program designed by James Comer, which has shown very promising results in New Haven and Baltimore, uses this strategy within the schools. It starts by getting all interested groups—parents, teachers, administrators, students, and maintenance personnel—together to plot a common strategy for change.

Even though the work done by social scientists over the past 10 years suggests the policy recommendations I've outlined, there is much we still need to learn about poverty. Much of the past research has focused primarily on economic questions, reflecting the extensive involvement by economists in this work. Research is much

more limited on topics such as the causes of changing family structure, the impacts of neighborhoods and family structure on children's opportunities in life, personal and family coping strategies among the poor, how expectations about future opportunities are formed, and how these expectations influence behavior.

Such questions are not separated by disciplinary boundaries, but cut across economics, politics, sociology, and psychology. Far too few of us studying poverty read broadly enough in other disciplines or talk frequently enough with those who work with different models and methodologies. We need to train ourselves and our students to be open to a broader mix of ideas and approaches. The past decade has brought movement in this direction, particularly among scholars studying urban ar-

reas of concentrated poverty, where it is clear that no one discipline is adequate to understand the full scope of the problem.

Such cross-disciplinary conversations may or may not result in actual cross-disciplinary research. The need is not just work as much as a shared discussion about research. Ethnographers, for example, seek knowledge about a set of questions that econometricians, working with aggregate data sets, tend not to ask. Both sets of results can provide insight and complement each other. By combining our knowledge about families, neighborhoods, structure, and education reform, we can make more-informed recommendations in any one of these areas.

WE ARE TRYING to foster interdisciplinary work through a joint training program at Northwestern University and the University of Chicago for doctoral students in the social sciences who are writing theses on topics dealing with urban poverty and race. Students spend two years taking courses in their chosen disciplinary training program. Then they are admitted to the joint program and must complete a year of interdisciplinary coursework. Sociologists, for example, are required to take a course in labor economics; economists must study social stratification; ethnographers must work with econometricians. Supported by the National Science Foundation, the program has produced a yeasty mix of discussion that, we hope, will ultimately produce better-informed research and researchers.

It is clear that the nature and causes of poverty do not fall neatly within the boundaries of social-science disciplines. If scholars are to make sound recommendations to policy makers, they must find ways to integrate knowledge about the nature and causes of poverty that brings together the economic, the political, the psychological, and the cultural.

Rebecca M. Blank is associate professor of economics at Northwestern University and co-director of the Northwestern University of Chicago interdisciplinary training program in poverty, race, and urban issues.

LETTERS TO THE EDITOR

The Conference of the National Women's Studies Association

TO THE EDITOR:

I am writing on behalf of the National Women's Studies Association and the several members who attended our recent annual conference in Austin who have called our office to express extreme dismay at Courtney Leatherman's observations of those proceedings ("Women's Studies Group, Hoping to Heal Wounds, Finds More Conflict," July 1). Ms. Leatherman not only focused on the predictable complaints one receives from individuals at any conference one might attend, and an individual who came to the conference with open hostility to the association, but she omitted mention of crucial elements in the week's activities and dynamics altogether. The overall result was an inaccurate image that is a disservice to the NWSA and both the women's studies and academic communities as a whole.

Most unfortunate was Ms. Leatherman's failure to mention what was perhaps the most significant series of events of the entire

conference, the process of forging an exquisite compromise on major structural change within the organization, culminating in dramatic consensus among myriad constituent groups at the first delegate-assembly session, and commitment to concrete plans for implementation at the second. For most of those attending, this reclamation of community and common purpose—in action—will make this conference an "herstoric" event in NWSA's developmental memory. Further, affirmation of inclusion and empowerment goals and bias-awareness programming as continuing priorities for the organization put to rest the continuing skepticism of some as to the strength of NWSA's commitment to feminist education at all levels and in all educational environments, and the expansion of ties between campus and community.

There were approximately 150 workshops and presentations by top women's studies scholars (as well as book signings and exhibits of the most recent releases in the

field). Where food service was provided, ample selections for strict vegetarians were included. Regional, caucus, and forum sessions yielded a wealth of imaginative problem-solving strategies and initiatives.

We regret that Ms. Leatherman was not able to enjoy and appreciate what for most of us was an energizing and inspiring week together at Austin.

DEBORAH LOUIS
National Director
National Women's Studies Association
College Park, Md.

TO THE EDITOR:

Courtney Leatherman's article on the National Women's Studies Association annual meeting presented information which is equally comical, troubling, and baffling.

Comical because the association members' hyper-PC posturing created a quagmire of impassioned, and sub-group isolation, within the NWSA. Troubling because the individuals involved

with creating this "hysterical" farce are charged with the task of educating young adults. Baffling because, amid accusations of poor scholarship, no one seized the opportunity to analyze victim politics within the NWSA. The association maintains a noticeable victim posture, and is cluttered with sub-groups that are, in turn, oppressed by the organization. This victim orientation ensures organizational paralysis, while responsibility is shifted by use of degrading sexist and racist stereotyping ("white women were acting like white men").

For several decades we have been told that women's organizations would create positive changes in our culture. The NWSA is defying that promise in a most unimpressive way.

JIM KAUSZ
Bakersfield, Cal.

TO THE EDITOR:

Given the behavior and constant protesting of many NWSA participants, it should really come as no surprise that women's stud-

OPINION

ies is not taken too seriously by our nation's academic community. Instead of portraying women's studies scholars as professional academics representing a wide range of fields in liberal-arts studies, this article unfortunately reinforces the image of obnoxious women engaging in politically correct cat-fighting. This kind of image only serves to fuel the white-European-males-are-all-out-to-dis- side-and-conquer-us mentality that is usually pinned on any academician with feminist sympathy.

As long as women engage in what will be perceived by those in power as "crybaby" behavior, women will never be viewed as competent professionals in academic, government, or business—regardless of their achievements. If the NWSA is to become a strong organization, then well-defined standards for meeting agendas and conferences eventually will have to be set—and this will mean that the individual interest groups will have to learn to compromise. Wilma Boddie-Beaman was right when she admitted that the NWSA cannot be all things to all people.

T. VAN VOIRIS
Government Documents Supervisor
William Russell Pullen Library
Georgia State University
Atlanta

The nuclear age is a technological failure

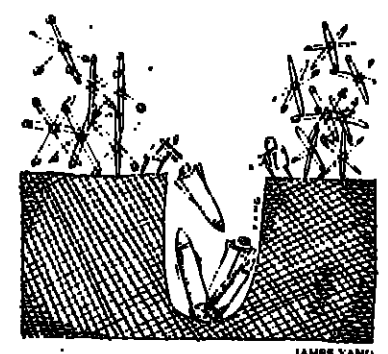
TO THE EDITOR:

John F. Ahearn is correct when he says that scientists must help society deal with the dire problems of radioactive waste and nuclear proliferation ("Scientists Must Help Deal With the Hazards of the Nuclear Era," Point of View, June 24). Yet the solutions he proposes are highly dangerous—not only to the public and to the environment, but also to "the public perception of science," which Mr. Ahearn claims his proposal would improve.

In order to burn nuclear waste as a "disposal" technique, highly radioactive, spent fuel from reactors must first be reprocessed to recover the theoretically usable plutonium. This process actually multiplies the volume of radioactive waste by 160 times, results in severe worker contamination, and it is prohibitively expensive. Also, this process converts the plutonium to bomb-grade purity, greatly increasing the threat of nuclear proliferation. The radioactive

emissions from the Sellafield reprocessing plant in the United Kingdom has turned the Irish Sea into one of the most radioactive bodies of water in the world.

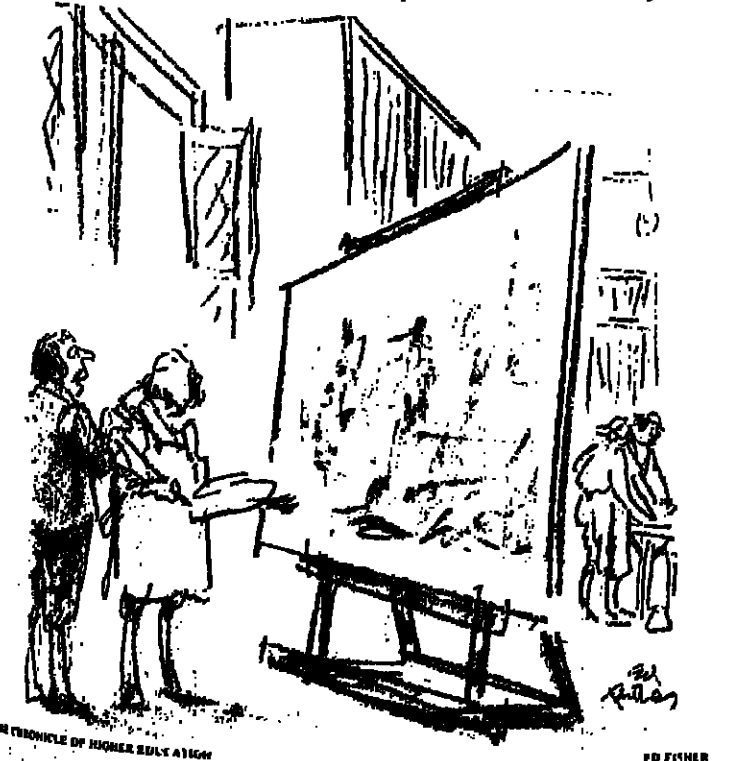
With schemes like Mr. Ahearn's floating around, no wonder there are difficulties with "the public perception of science." The history of nuclear power and nuclear weapons is littered with examples of obsessive secrecy on the part of scientists, dishonesty (e.g., disinformation on the harmful biological effects of radiation), and corruption. Corporations still can readily find scientists to



"prove" what they need proven, and it is the discrepancy between what the scientists "prove" and what people see with their own eyes that contributes to the lack of faith in science as a whole.

For example, in the 1950's, while people in the Western states were suffering from above-ground nuclear testing and resultant radioactive fallout, many leading "experts" in the scientific community, at the behest of the U.S. government, were expounding the theory of "hormesis"—that radiation was actually good for people. A grave disservice was done not only to the public, but to the vast majority of scientists who are meticulous, honest, and truthful.

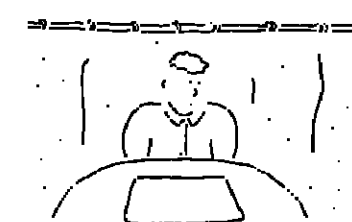
In the name of helping restore the credibility of science, Mr. Ahearn presents a thinly disguised plea for his own agenda: more nuclear reactors for his beleaguered industry. The wisest step to improve the image of science would be to accept that the nuclear age is proving to be a technological and social failure, and to cut our losses by replacing existing reactors with safe alternatives and by carefully safeguarding radioactive materials. Then, scientists could devote more of their efforts toward truly noble endeavors, such as the development of environmentally bene-



"If I were you, that's one I'd make sure was attributed to 'the school of...'"

SOMEWHERE IN FRANCE

JUSTON TITON D2



APPARENTLY THE WEE PANCAKE BY ITSELF HAD BEEN BREAKFAST

THE CHRONICLE OF HIGHER EDUCATION

CG

(JEROME KATZ)

tempt to distort the extent of scientific (as distinct from ethical) opposition to medical research. We do, indeed, generate widespread support within both the general and medical communities. True, we do not speak for the entire medical community, but then neither does the American Medical Association, whose membership accounts for less than half of the physicians in this country and which is essentially a physicians' advocacy group.

If four members' M.D., Ph.D., and R.N. degrees are, as suggested by Mr. Loeb, "quasi-scientific" credentials, I wonder exactly what constitutes "scientific" credentials.

We do not denigrate the value of "medical research in general," and it is absurd to state that our "members believe that most medical research should end." Many of our members are themselves medical researchers. Other members have made it clear that they do not oppose all animal research but rather that the problem lies with the irrelevant and duplicative animal experiments that abound in today's research laboratories.

We certainly do encourage additional funding for preventive medicine. Prevention is inevitably more cost effective than late attempts at cures. Mr. Loeb is apparently unaware that many chronic diseases such as atherosclerotic diabetes, arthritis, and several cancers are often preventable. In his review of our now-extensive literature, had he reviewed the citations in our publications, he would have learned that there is a large body of public-health literature that makes it quite clear that the role of medical treatments in general and vaccines in particular has been insignificant in reducing mortality and morbidity rates. The data gathered by highly respected epidemiologists and medical historians clearly and irrefutably support these statements.

As a physician and a member of the AMA, I would like to invite Mr. Loeb to meet with members of our organization in an attempt to resolve our differences in a responsible manner as scientists rather than by engaging in vituperative hyperbole and mud slinging on the (comfortably distancing) pages of *The Chronicle*.

MARJORIE CRAMER
Medical Director
Medical Research Modernization Committee
New York City

TO THE EDITOR:

Frank C. Genovese and Allen Lichtenstein, in their letters responding to our essay about "Scholarly Articles: Valuable Commodities for Universities" (Opinion, May 27), raise several issues unrelated to what we wrote, thereby obscuring the is-

ssue ("Treating Scholarly Articles as Valuable Commodities," Letters to the Editor, July 1).

The issue is that universities may, under the copyright law, assert their ownership of work done for hire. This right extends to work prepared by an employee within the scope of his or her employment—including, as the courts have found, published research. The fact is that universities almost never assert this right and often explicitly surrender it. There are good reasons for this practice. (The copyright law does not extend, of course, to the Nobel Prize money and corporate-board earnings that concern Mr. Genovese.)

Common university practice regarding copyright has some bad consequences, which were the subject of our essay. Our modest proposal was that faculty authors continue to give away their journal copyrights, subject only to the limitation that nonprofit organizations be able to copy the published article without cost in response to specific requests for it. Mr. Lichtenstein proposes, alternatively, that individual professors retain their copyrights and "negotiate their own deals." He does not, however, say what the goal of such negotiations might be. It is unlikely that research articles will become (like books) a source of income for academic authors. In this environment, it is equally unlikely that most academics would bother to negotiate favorable reproduction rights unless they are prompted to do so by the employer who supports their research in the first place. It is for this reason only that we suggest that universities assert their ownership of the copyrights for research-journal articles.

SCOTT BENNETT
Director
Milton S. Eisenhower Library
The Johns Hopkins University
Baltimore

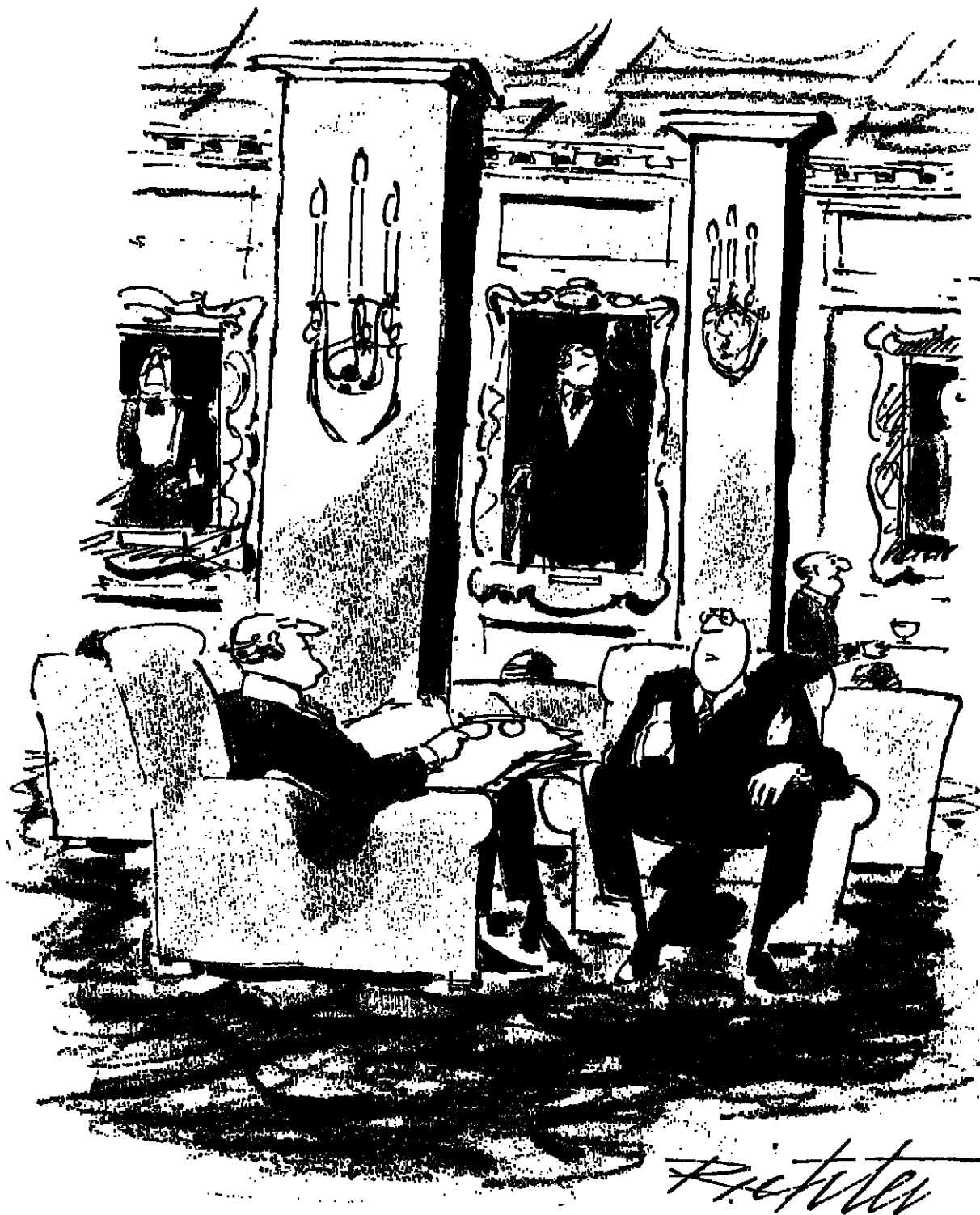
NINA MATTHESON
Director
William H. Welch Library
The Johns Hopkins University
Baltimore

TO THE EDITOR:

Whether universities may define the scholarly publications of their faculty as "work made for hire" is much more of an open question than Allen Lichtenstein allows. It is true that faculty members' articles are not usually "specially ordered or commissioned for use as a contribution to a collective work" (i.e., a journal or edited volume) in the sense required to make them "work made for hire" with their universities as "authors"; and scholarly monographs do not fit at all within the copyright law's nine enumerated categories of works that can be so "commissioned." So, under the second part of the law's definition of what constitutes a "work made for hire," faculty need feel no

Continued on Page B6

Frog Princes and Fish as Business Executives: 'You Have 7 Seconds to Make Someone Laugh'



"There may be a moral equivalent of war, but, by God, there is no moral equivalent of money."

By Zoë Ingalls

OCCASIONALLY, ver-r-y occasionally, Harald Bakken comes across a situation in which he can't find humor. Mr. Bakken, an associate professor of history at the University of Massachusetts at Lowell, is a ghost writer for cartoonists, providing ideas to help them over the dry spells. Although some cartoonists generate all of their own ideas, most rely on gag writers like Mr. Bakken at least some of the time.

Normally, he can turn out about 25 humorous ideas an hour; no problem. "But occasionally I hit something I can't write for at all," Mr. Bakken says. "Like once somebody asked me to do 20 gags that would be funny for turkey growers. I must say I worked at it, but it never did come. So I gave up on it," he recalls.

In most cases, however, Mr. Bakken works quickly and seemingly without effort, delivering a spirited, rat-a-tat string of punch lines with the dexterity of a verbal one-man band. Circus seals, paper shredders, and Little Red Riding Hood—almost any topic.

Turning to the shelves that line the wall behind his desk in a modest gray house just a few blocks from Harvard Square, Mr. Bakken retrieves a green, three-ring notebook, fat with photocopies of his *New Yorker* cartoons. Although he's written for some 500 magazines, he now works exclusively with cartoonists for *The New Yorker*.

One drawing shows a statue of a man. The inscription reads "Soldier, statesman, author, patriot, but still a disappointment to his mother."

In another, two angels with harps stand

among the clouds. One says to the other: "Do you ever have days when you wish you had a saxophone?"

Mr. Bakken has been writing gags since 1974. Whether he's writing for *The New Yorker* or *Ladies Home Journal*, the process is the same: He forwards the ideas to cartoonists, who illustrate the ones they like and assume all responsibility for marketing them to the magazines.

Over the years, Mr. Bakken estimates that he's come up with more than 40,000 funny ideas. Even so, "I don't think of myself as a funny guy—certainly not the life-of-the-party type," he says.

"I used to tell jokes, used to have a large repertoire of jokes. But it's a funny thing, I don't tell jokes since I took up gag writing."

He is nonetheless entertaining as he alternately sings, plays the piano, and shares

his gags from cartoons past. His voice slips easily into character, taking on the croak of a frog or the brisk tones of a private reporting to his company commander. And he has one of those full-bodied laughs that seem to clap you on the shoulder and urge you to join the fun.

"I used to write 150 gag ideas a week," Mr. Bakken says. "Then it just got to be too much to peddle them. So now I write about 25 a week or something like that."

His gags have appeared in a wide variety of publications, including *Playboy*, *Reader's Digest*, and *The National Enquirer*, in addition to *The New Yorker*.

"*The New Yorker* is the pinnacle of cartoon writing in this country: in financial terms (it pays the best), in terms of the prestige of publishing there, and also in terms of the numbers they publish 1,000 or so cartoons a year," he says. "Nobody else comes anywhere near that."

Mr. Bakken says he knew from the time he was a teen-ager in Aitkin, Minn., that he wanted to write for *The New Yorker*. Over the course of his junior and senior years at Aitkin High School, he haunted the library, poring over every available back issue. "I fell in love with *New Yorker* cartoons," he says, "because they were a way into another world that seemed to me to be more sophisticated."

AFTER GRADUATING from high school in 1953, Mr. Bakken earned his bachelor's degree at the University of Minnesota and then received his Ph.D. from Harvard University in U.S. history in 1976. He has taught at the University of Massachusetts at Lowell since 1987.

Gag writing is a hobby, a "pleasant side-light," Mr. Bakken says, but not something he could make a living at. As a rule of thumb, the gag writer gets 25 percent of the cartoonist's pay for a single cartoon. He gets about \$125 for each *New Yorker* cartoon, "and you can't sell them that many," he says, adding: "I think I sell them one every three weeks or so. And they're the top market."

Mr. Bakken estimates that there are about 200 professional gag writers. To make ends meet, they frequently do other forms of writing as well: for comic-strip cartoonists, stand-up comics, and greeting-card companies, among others. Mr. Bakken says he has "done a little bit of all of that stuff." He also has written textbooks; two children's books; and a stage adaptation, including book, music, and lyrics, of a children's novel called *Tuck Everlasting*.

In addition, last month he completed a book on cartooning with Mischa Richter, the cartoonist he most frequently collaborates with at *The New Yorker*. *The Cartoonist's Muse: A Guide to Generating and Developing Creative Ideas* is scheduled for publication this fall.

In the book, Mr. Bakken and Mr. Richter demonstrate how they come up with ideas. "A lot of writing gags is the sense of how to take an idea and twist it into something that works as a cartoon," Mr. Bakken says.

"In a cartoon," he continues, "the rule is, you have seven seconds to make someone laugh. Everything has to shoot for that instant recognition. If you're a stand-up

comic, you can do a little buildup. If you're writing for sitcoms, you've got characters that the audience already knows, and they're sort of primed to laugh at."

"But with a cartoon you've got that seven seconds, and if you don't make them laugh they'll turn the page."

The "seven-second rule" explains why so many cartoonists rely on clichés, Mr. Bakken says. "In every other form of writing you want to stay away from clichés. In cartooning you absolutely should embrace them. Because if you can twist a cliché, you've got an almost guaranteed audience."

"There's one cartoon I did, I showed fish as business executives, all wearing neckties. The chairman of the board says, 'Well, gentlemen, we're about to go belly up.'"

Fairy tales also work—"everybody recognizes the premise," Mr. Bakken says. He uses the tale of the frog prince to show how he gets his ideas. His mind and the conversation jump into a sort of free-association joy ride.

"So, the princess and the frog: The first thing I did was to start with the frog," he says. "How does he feel about this? Maybe he doesn't like princesses. So he's on the psychiatrist's couch, and he says, 'I have a phobia about princesses.'"

"Or he has friends who've had their own experience kissing princesses, and they don't like it. Or they're radical populists, and they can't stand the idea of monarchy. And then you can do a whole set of things off his family. Of course they're all frogs. And his mother really wants him to be a doctor, not a prince—my frog the doctor—so she's not happy with that."

"Then okay, you take the event. He kisses her. She kisses him. What happens? Suppose he doesn't turn into a prince. Suppose he turns into something else. I can think of 20 premises."

"He turns into a vampire. He turns into an auditor. He turns into a bigger frog. There's an endless variety of things that can go wrong with this."

Mr. Bakken shifts in his chair, then revs up the narrative. "Okay, assuming the kiss goes the way it's supposed to, and that he turns into a prince, so then what happens? Well, you begin to think forward in time."

They get married. All his relatives are frogs. So one side of the church has all frogs and one side has all royalty, and so on.

"There's a famous *New Yorker* cartoon—it wasn't mine—there's this frog entering a church for a wedding and he says to the usher, 'Friend of the groom.'"

"Who marries them? Is there a frog minister and a human minister? What about the wedding reception?"

"I had a cartoon—the king comes up to the queen and says, 'I don't have anything against frogs, but it's damn hard to make small talk with them.' And so on. So then you can do endless things about the wedding. . . ."

Mr. Bakken says that once, in a "flash of youthful bravado," he sat down and in an hour wrote 30 frog-prince gags.

"Coming up with ideas is like trolling," he says. "You have to know where to put the line down and, most important, you have to know when something's out there, and you pull it up."

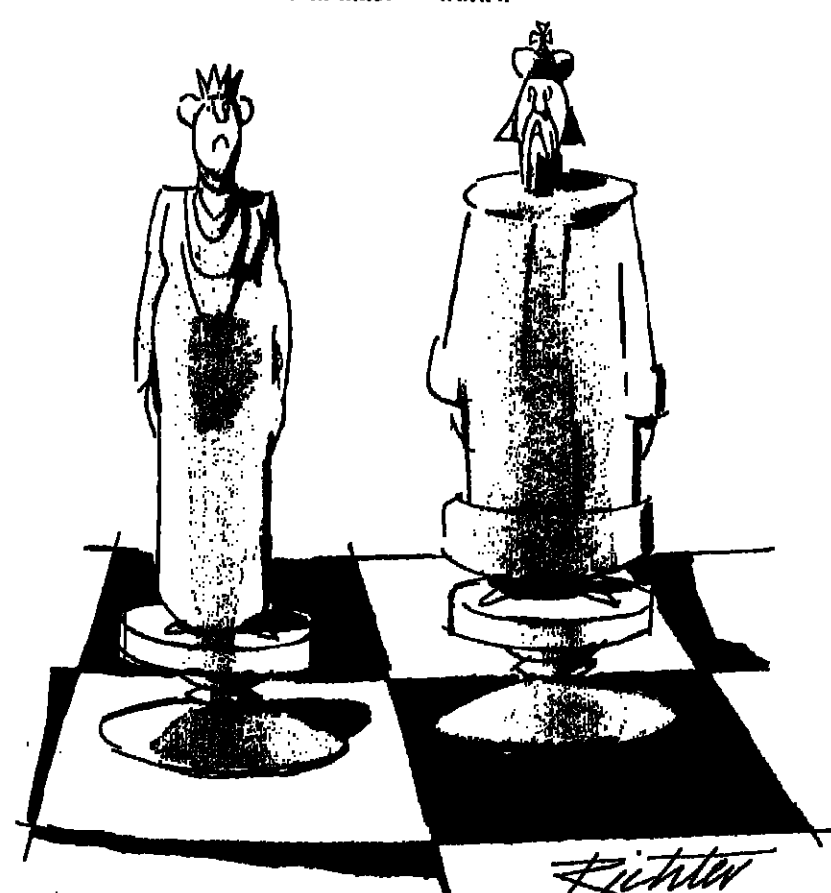
FROG-PRINCE JOKES will probably always sell, but over the years there are ideas that have become passé, Mr. Bakken says: for example, chorus girls looking for rich tycoons—formerly "stock-in-trade for *The New Yorker*," he says—and, more recently, jokes about bums.

Other ideas "phase in and out," Mr. Bakken says. Jokes about the economy, for instance. "All you have to do is save all your economic-crunch gags and wait till the next one comes around," he says.

"I've been recycling these gags from the 1975 recession this last year."

Asked to give an example, he blanks out. There's a brief pause while he makes up a new one. "Okay, okay. There are. . . . You put two guys on a desert island. One is reading a message from a bottle. The President expects an upturn before the election."

"Cartooning is the most demanding, I think, of humorous art forms, and I love it for that reason," Mr. Bakken says. "You know when you've gotten through at a sort of visceral level. You know that you've really done it, that it really works."



"Damn it, Gwendolyn, you knew when you married me I only moved one square at a time."

DRAWING BY RICHTER: © 1992 THE NEW YORKER MAGAZINE INC.

MÉLANGE

Death and Denial; 2-Dimensional Novels; Women's Studies; the Interests of the Deaf

WE WANT DEATH to never happen, to be a non-experience, or an event that cannot threaten our dignity. Yet, as the philosopher Paul Ramsey used to say, there is nothing at all dignified about dying—one might add, nor happy either. Death must be seen for what it is—cruelly inevitable, a painful rendering, our finitude—if we are to understand the human condition and even begin to ask about the meaning of life. Death is momentous, in the general and in the specific. For the dying person, spirit and body are inescapably involved in a final reckoning. No witness can be untouched, except by a distortion of the most fundamental truth, that we are mortal. The distance between us and the dying person is only an accident of time.

It is this sense of mortality we try to hide from and the reason we have created institutions of denial. Oddly enough, we even deny the extent to which these institutions contribute to our problems. In the innumerable debates and discussions about death, the focus remains on individual strategies, as if, for example, one person's choice of suicide over protracted terminal illness constituted a justification in itself, prompted by psychology, legitimated by one's will, and with no social consequences or meaning.

Yet our hospitals are strange and alienating environments to the extent that they obfuscate this truth of mortality by therapeutic experimentalism, intensive care, and also the "harvesting" of organs from living corpses. Our homes are threatening to the extent that people are left in isolation to deal with life as a burden and death as an obscenity. The quick-fix suicide machine . . . might relieve the individual of woe and suffering, but what about the rest of us, who will dutifully attend to our living wills and then await the worst? We know that death is not obscene; it cannot by itself deprave us. But it is frightening in its familiarity and cannot be simply planned away.

—Jeanne Grillemin, professor of sociology at Boston College, in the July-August issue of *Society*

A LOT OF MODERN NOVELS seem to be entirely two-dimensional: they have an accomplished, even glittering surface, but no resonance; their authors appear to be paying no attention to their own psyches. As a result they aren't writing out of themselves but simply onto a screen. It ought to be creative, but it never is. It's actually utterly Thatcherite, the literary equivalent of that heartless postmodern architecture which could be by absolutely anybody. And it's all written with an eye cocked for prizes, as if for some putative literary jury. . . . It's knowing, in short, but it's not knowledgeable.

—James Hamilton-Paterson, writer, in the August issue of *Vanity Fair*

I THINK [the future of women's studies in the academy] faces an internal struggle. In the end, the battle against the conservatives was much easier to

win. Sure, there are people who still have doubts, and there are people who have biases, and I don't expect them to become feminists. All I wanted was some respect for what we were doing, and I think we genuinely got that.

But the battle against the radicals is much harder; it's pervasive. The tendency in women's studies is towards politicization. It isn't necessary, but it's natural. It's the path of least resistance, and it's fairly widespread throughout the country, because it's so easy to assume that women's studies is really going to be feminist studies, that its main purpose is ideological, not intellectual. Of course, it's also cheaper. Women's studies must be attractive to deans, because if you give people just enough to keep the ideologically faithful happy, then you don't have seriously to commit funds and time to a program. In reality it's tragic, because women's studies is an academic discipline. There is much work to be done.

—Elizabeth Fox-Genovese, professor of the humanities at Emory University, in the summer issue of *Academic Questions*

MEMBERS of the American deaf community affirm that what characterizes them as a group is their shared language and culture, and not an infirmity. When Gallaudet University's president, I. King Jordan, was asked if he would like to have his hearing back, he replied: "That's almost like asking a black person if he would rather be white. . . . I don't think of myself as missing something or as incomplete. It's a common fallacy if you don't know deaf people or deaf issues. You think it's a limitation."

Scholarship does not provide reliable guides on where to draw the line between valuable diversity and treatable deviance. In the course of American history, health practitioners and scientists have labeled various groups biologically inferior that they no longer consider in that light; these include women, Southern Europeans, blacks, gay men and lesbians, and culturally deaf people. What scholarship does tell us is that there is increasingly the well-founded view in America, as around the globe, that the deaf communities of the world are linguistic and cultural minorities. Logic and morality demand that where there are laws or mores protecting such minorities, they extend to the deaf community.

In America, this recognition of the status of the deaf community, fueled by the civil rights movement, is leading to greater acceptance of deaf people. The interests of the deaf child and his parents may best be served by accepting that he is a deaf person, with an elaborate cultural and linguistic heritage that can enrich his parents' life as it will his own.

—Harlan Lane, professor of psychology at Northeastern University, in *The Mask of Benevolence: Disabling the Deaf Community*, published by Alfred A. Knopf

Letters to the Editor

Continued From Page B3

concern that any claim can be made on their scholarly output. And, in any event, for "commissioned" work of this kind, a written agreement is required to designate it as "work made for hire."

It is not so certain, however, that a university could not successfully argue for having the scholarly publications of its faculty (as opposed to, say, novels they may write on the side) construed as work made for hire because they fall "within the scope" of their employment. Lichtenstein says that scholarly "articles are not written within the scope of employment, as the U.S. Supreme Court has defined it." Presumably, he is referring here to the Court's decision in the 1989 case of *CCNV v. Reid*. Lichtenstein tells us that "while each publication may reflect on the general quality of the professor's scholarship for promotion, tenure, and merit-pay purposes, the university exerts no control over any individual article." But in *CCNV v. Reid* the Court explicitly repudiated "actual control" as a basis for determining the status of a work as "made for hire," and it even said that "the hiring party's right to control the product simply is not determinative."

The Court put a lot of emphasis in this case on the employer's right to control the manner and means of production, rather than the right to control the product itself. But it also listed the other kinds of factors "relevant" to making this determination, including "the source of the instrumentalities and tools; the location of the work; the duration of the relationship between the parties; whether the hiring party has the right to assign additional projects to the hired party; the extent of the hired party's discretion over when and how long to work; the method of payment; the hired party's role in hiring and paying assistants; whether the work is part of the regular business of the hiring party; whether the hiring party is in business; the provision of employee benefits; and the tax treatment of the hired party." Now many of these factors, it seems to me, could be cited by a university in favor of its defining the scholarly output of its faculty as "work made for hire," contrary to what Mr. Lichtenstein suggests.

Moreover, the leading reference work in copyright law, *Nimmer on Copyright*, makes it clear that this is very much an open question still. Although, under interpretations of the 1909 law, the writings of professors based on lectures, for instance, were generally considered not to be work

made for hire, Melville B. Nimmer cites a 1988 case saying "it is widely believed that the 1976 Act abolished the teacher exemption," and he himself is rather cautious in stating how the current law applies to the university's relationship with its professor.



BOB DINE

of staff: "Given that universities typically do not dictate the manner and means for a professor to reduce his lectures to writing, . . . perhaps such works still fall outside the work-for-hire doctrine even under the 1976 Act" (italics added). I take this "perhaps" very seriously and think Mr. Lichtenstein should, too.

SANFORD G. THATCHER
Chair of Copyright Committee
Association of American University Presses
and Director
Pennsylvania State University Press
University Park, Pa.

The need to transform engineering education

TO THE EDITOR:

Charles M. Vest's vision for engineering education ("Mitt Head Calls for 'Transformation' of Engineering Education; Hits Accreditors," July 1) may be hindered not because the right hand doesn't know what the left hand is doing, but because the right knows and isn't responsive to it. The Accreditation Board for Engineering and Technology is aware of market and demographic changes pressuring engineering schools to re-examine their curricula and better serve the needs of clients—students, industry, and society; but the board and many faculty have generally stuck to tradition.

As a result, schools wanting to initiate curriculum reform end up adding credits and expanding graduation requirements. Students may get more exposure to interdisciplinary concepts and design and internship/cooperative-education experiences, but they are left with few electives

and often need five years to complete the degree.

At the same time we encourage students to take courses outside of engineering, we limit opportunity by piling on the new, expanded curriculum requirements. To have reform, engineering schools must be permitted to replace traditional coursework with a program that truly meets students' expectations and needs.

For engineering schools to succeed in fully addressing undergraduate needs, we must recognize the value of curricular innovation and teaching and allow for these activities to weigh more heavily in the reward systems. Once ABET and the administration back these efforts, faculty will be in a better position to reform our curriculum. Faculty involvement in the education process and the needs of undergraduates is critical; but, until the reward system can accommodate these needs, we will continue to pull and cajole to get faculty more involved in the undergraduate experience.

SUNDER H. ADVANI
Dean of College of Engineering
and Applied Science
Lehigh University
Bethlehem, Pa.

TO THE EDITOR:

I applaud Massachusetts Institute of Technology President Charles M. Vest's call for a transformation of engineering education in this country. My son is currently enrolled in one of our nation's most prestigious schools of engineering, where, despite entering with enthusiasm for math and physics and high qualifications, . . . he finds himself struggling to survive academically and demoralized by the uninteresting required courses in the first two years of the engineering program.

Among the questionable educational practices that my son has encountered in his engineering studies are:

- Large lecture courses supported only by teaching assistants whose command of the English language is nearly incomprehensible;
- Difficulty in enlisting tutorial services when needed;
- Grading practices that curve students' achievement competitively with each other;
- Little if any overseeing by advisors of the student's course of study or choice of alternative programs;
- No monitoring or follow-up of students' educational progress (or lack thereof) until half their college program has been completed.

As a parent and educator, as well as a concerned citizen, I find it difficult to believe that cutthroat competition and grueling ordeals are the heart of educational achievement—or of future success in fields of engineering. I know that my son would thrive in an educational atmosphere that stressed cooperation, innovation, and imagination. I only hope that he can find such an atmosphere before he decides that there is no place for his talents in engineering.

BARBARA W. COE
Editor of Reading and Language Arts
Silver Burdett Ginn
Morristown, N.J.

New professorship at Columbia U.

TO THE EDITOR:

Your article of July 8 about a new professorship at Columbia University's Graduate School of Journalism lets stand misimpressions that should be corrected ("The case of the endowed chair, FIAT, and the Italian journalist").

The assistant professor who, at the beginning of the term, led the crusade to assign more written work . . .

The generous gift to the school to establish the Sanpaolo Professorship in International Journalism was made with no conditions on its specific occupants.

The appointment of Furio Colombo to it was approved by the journalism school's faculty on the recommendation of its appointments committee, which had carefully reviewed his impressive credentials as journalist, author, and teacher. They show that Professor Colombo has been a correspondent and columnist for more than 20 years for *La Stampa*, the well-known Italian newspaper, and a widely read contributor and commentator in three Italian news magazines; he has been an important television commentator and producer in Europe; he has written 21 books, two with Umberto Eco and all published by leading houses in Europe and America, and he has taught at the University of California at Berkeley and at Santa Barbara.

JOAN KONNER
Dean of the Graduate School of Journalism
Columbia University
New York City

Research-library group and accrediting council

TO THE EDITOR:

Donald S. Mac Vean's concerns regarding the library portion of the National Council for Accreditation of Teacher Education accreditation process ("Accreditation process called a 'farce,'" Letters to the Editor, June 17) are based on prior NCATE policies and practices. In 1988, NCATE underwent a major redesign process, producing new and more rigorous standards. The completed 18 standards and 94 criteria are based on a consensus of professionals in the field of teacher education. . . .

The purpose of a visit by an NCATE board of examiners is to evaluate the overall unit responsible for teacher education. Libraries are one portion of the resources that support a teacher-education program. At times, professionals tend to become myopic when looking at an overall accreditation process, and focus only on their particular area of expertise. For a visiting team to cover every aspect of a teacher-education program in depth, the team could be as large as the faculty in the program under review.

NCATE initiated a program in 1987 to prepare members of the board of examiners for campus visits. Members of the board represent 27 organizations of teachers, teacher educators, school specialists, and policy makers. The training involves a week of in-depth study of the 18 NCATE standards and 94 criteria and a simulated review visit at a host institution. The Association of College and Research Libraries, a division of the

American Library Association, recently has a representative on the NCATE board of examiners. We have agreed to work with NCATE to update the materials used to train members of the board of examiners regarding re-evaluation of academic-library resources that support teacher-education programs. ACRL supports the council's efforts to develop and maintain high standards for teacher-education programs.

ALTHEA H. JENKINS
Executive Director
Association of College and Research Libraries
Chicago

LAURENE E. ZAPOROVICH
Director of Noel Memorial Library
Louisiana State University in Shreveport
Shreveport, La.
and Member of Board of Directors
National Council for Accreditation of Teacher Education

Foundations oppose bill taxing foreign students

TO THE EDITOR:

Since I represent the Council of Foundations and various individual foundations concerned with the taxation of foundation grants to nonresident aliens for study or research abroad, I was interested to see your article . . . in the July 1 issue of *The Chronicle* ("Bill to Broaden Tax on Foreign Students Vexes Colleges").

Its analysis of the adverse effect of the pending bill on U.S. colleges and universities is quite right. However, aspects of its characterization of the position of U.S. foundations are seriously misleading.

Neither the council nor any of the U.S. foundations I am aware of ever "encouraged the legislation" in any way whatever. Indeed, from the beginning their efforts—and mine—have been to convince the Treasury Department that any such legislation is entirely unnecessary.

We strongly believe that Treasury has full power to resolve the problems here by administrative action.

THOMAS A. TROVER
President
Cuplin and Drysdale, Chartered
Washington

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 Twenty-Third Street, N.W., Washington 20037. Please include a daytime telephone number.

OPINION

August 5, 1992

THE CHRONICLE OF HIGHER EDUCATION

B7

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- Faculty exchange
- For sale
- Housing exchange
- Index
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- Positions wanted
- Public notices
- Rentals
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INDEX

To Positions Available in Display Ads

(Ads in this type are arranged alphabetically by discipline or administrative category.)

Academic advising 18, 23	Higher education administration 32
Academic affairs 25, 27, 29, 31, 32	History 17
Accounting 8, 13, 16, 18	Hotel/restaurant/travel 29
Administrative services 16, 30, 31, 33, 34	Human/child development 27
Admissions/enrollment 14, 18, 24, 25	Human resources 14, 16, 17, 20, 30
Affirmative action/minority affairs 18, 19, 28	Humanities 12, 33, 35
Alumni affairs 30	Industrial/vocational education 21, 27
Architecture/construction 28	Information systems/services 16, 20
Art/fine arts 28	Instructional media/design 16
Art history 13	Librarians/library science 17, 23, 25, 33
Arts administration 11	Management 11
Athletics 19-21, 31	Management information systems 13, 18
Behavioral sciences 26	Marketing 11, 25
Biological sciences 10, 12	Mathematics 13
Business administration 28	Medicine, health sciences 9, 10, 21, 26, 29
Business affairs 16, 21, 31, 32, 34	Multicultural affairs 24
Career services 18-20, 25	Museum studies/directionship 24, 35
Chemistry 10	Music 9
Community relations/services 19, 21, 28	Natural/physical sciences 9
Computer services 16, 23, 25	Nursing 11, 12, 25
Continuing education 13, 29	Philosophy 8
Counseling/counseling psychology 10, 11, 18, 21, 23, 25	Physical education 11
Deans 9, 25-30, 33	Physical-plant management 24
Development 15-17, 19-21, 24-26, 30	Political science 9, 12
Developmental studies 11	Presidents, chancellors, executive directors 29, 31, 33-35
Early childhood/elementary education 12	Psychology/psychiatry 10, 12
Economics 12	Public administration/policy 20
Economic development 27	Public relations 20
Education 10, 26-28	Publications 24
Educational opportunity/outreach 21	Registrar/registration 11
Educational research 15, 26	Research administration 24
Engineering 12, 13, 16	Research positions 9
Environmental sciences/resources 23	Residence/student life 14, 18
Extension services 27, 33	Safety sciences/security 13
Facilities management 14	Science education 10
Faculty/instructional development 26, 30	Science/technology 10
Fellowships, chairs 9, 11-13	Social sciences 9, 20
Finance 8, 9, 12	Student affairs/services/activities 18, 25, 26, 28, 29
Financial aid 11, 14	Student union 18, 25
Foreign language education 10	Telecommunications 15
Foreign positions 8-10	Testing/measurement/assessment 15-17, 21, 23
Gerontology 16	Theatre arts 9
Governmental relations 30	University/campus relations 23, 30
Grant/sponsored programs 14, 24, 26	Vice-presidents, provosts 29-34
Health education 11, 16	
Health services administration 12, 29	

Geographic Index to Positions Available

Alabama 8, 13, 23, 24, 27-30	Mississippi 9, 15, 27, 28, 31
Alaska 26, 28	Missouri 11-13, 18, 19, 25, 28, 32, 35
Arizona 10, 14	Montana 23, 29
Arkansas 11, 15, 20, 28, 34	Nebraska 17, 18, 21, 25, 31
California 9, 10, 12-14, 18, 20, 23, 24, 26-28, 31-33	New Hampshire 33, 35
Colorado 13, 14, 17, 18, 21, 23	New Jersey 12, 15, 18, 19, 23, 25, 33
Connecticut 10, 12, 16, 23, 24, 28-30, 32, 33	New Mexico 12, 23, 26, 29, 31
Delaware 9, 26	New York 9, 11, 12, 13, 16, 18, 20, 21, 23-26, 28, 30
District of Columbia 13, 15, 18-20, 29, 30	North Carolina 11, 12, 17, 26, 31
Florida 9, 11-16, 21, 25, 32, 33, 35	North Dakota 9, 19, 27
Foreign 8-11, 16	Ohio 12, 13, 17, 18, 28, 30-32
Georgia 10-13, 15-17, 21, 24, 27, 30, 33	Oregon 14
Idaho 14, 20, 25, 27	Pennsylvania 9, 11-17, 20, 25-28, 31-34
Illinois 9, 11-13, 18-20, 26, 30-32	Rhode Island 20
Indiana 8, 11, 15, 16, 18, 31, 33-35	South Carolina 14, 17, 24, 33
Iowa 9, 10, 13-15, 32, 34	South Dakota 35
Kansas 9, 11-13, 19-21, 26, 27, 29-31, 33, 34	Tennessee 23, 24, 30, 32, 35
Kentucky 20, 23, 27, 32	Texas 9, 11-13, 19-21, 26, 27, 29-31, 33, 34
Louisiana 12, 14	U.S. Territories 29, 34
Maine 13, 19, 20, 23, 29	Utah 12, 28
Maryland 18, 20, 25, 27, 28, 30-32, 35	Vermont 31
Massachusetts 11, 13-15, 17, 23, 25, 28, 30	Virginia 9, 13, 14, 17, 19, 21, 27
Michigan 10, 11, 13, 16-18, 23-25, 28, 30	Washington 8, 13-15, 21
Minnesota 13, 15, 23-25, 33-35	West Virginia 16, 34
	Wisconsin 10, 16, 23, 24, 27, 29, 31-33

RENTALS

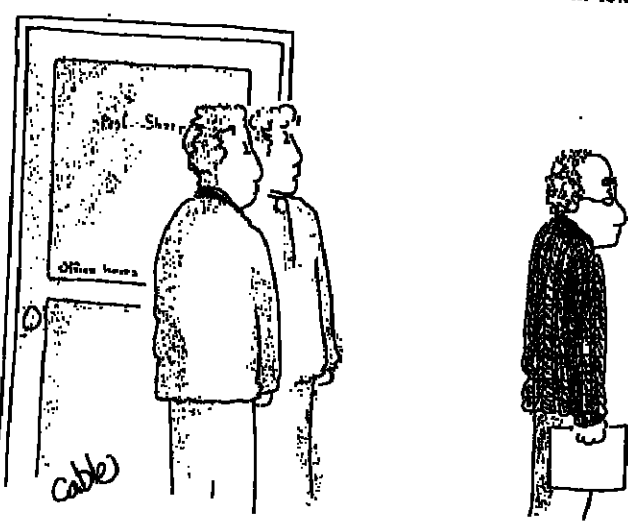
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Religious Books and Periodicals for new press library. Books for libraries, for the scholar. 818-599-3619 or 805-259-3011.



THE CHRONICLE OF HIGHER EDUCATION

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JOB SERVICES



California Community Colleges

Affirmative Action Job Fairs ARE COMING



Featuring the Chancellor's Office Faculty and Staff Diversity Registry

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The 1993 California Community Colleges Affirmative Action Job Fairs are sponsored by ACCCA, Cal 68, and funded in part by the California Community Colleges Chancellor's Office/
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POSITIONS AVAILABLE

LECTURER IN PHILOSOPHY (Academic Level B)

DEPARTMENT OF PHILOSOPHY, FACULTY OF ARTS

THE AUSTRALIAN NATIONAL UNIVERSITY

Applications are invited for one (or two) Lectureships in Philosophy of three years' duration. Applications from persons in any field of Philosophy will be considered, but applications from persons competent to lecture in Philosophy or Literature, Philosophy of Religion, or Philosophy of Language would be particularly welcome. Enquiries: Mr. P. Thom, Head, Department of Philosophy, telephone 61 6 249 2792, fax 61 6 249 5058. The successful applicant(s) will be asked to take up the position(s) early in 1993. Closing date: 31 August 1992. Ref: FA 22.7.1. Salary: Lecturer \$41,000-\$48,888 p.a. Applications addressing the selection criteria should be submitted in duplicate to the Secretary, The Australian National University, GPO Box 4, Canberra ACT 2601, quoting the reference number and including curriculum vitae, list of publications, a "no smoking" policy effective in all university buildings and vehicles. THE UNIVERSITY IS AN EQUAL OPPORTUNITY EMPLOYER.

POSITIONS WANTED

Journalism/communications. Distinctive journalist, former staff writer for Los Angeles Times, foreign correspondent, news full-time position. Best references: S. Bloom (415) 367-1932.

M.A./Jazz Pianist, Composer desires teaching position. Barnard Alumna. (212) 330-8261.

Public Relations/communications. Experienced public relations practitioner seeks Journalism.

Teaching/Law. J.D. 5 years' experience: Criminal/Civil trial, Appellate/Supreme Court. Law-related position desired. Available immediately. Timothy J. Fisher, Attorney at Law, 162, Hillside, Michigan 48242; 313-437-3689.

Theatre. Improvisation instructor, Theatre, Drama, directed, B.A. Psychology. Ten years' teaching and performance. Teaching theatre (914) 362-1380.

The University of the South Pacific

The University invites applications for the following positions:

1. PROFESSOR OF BANKING-POST 92/24
The Professor of Banking is a new chair funded through the PFI Institute of Banking from a grant provided by the ANZ Banking Group Limited to support the establishment of courses and programmes in BANKING and FINANCE. The appointee will be a member of the academic staff of the Faculty of Business and Economics, which has an established reputation for excellence in teaching and research.

2. LECTURER IN ACCOUNTING AND FINANCIAL MANAGEMENT-POST 92/25
Candidates for the position should possess postgraduate qualifications and have a commitment to teaching and research. Candidates with an exceptionally good first degree will also be considered. Professional experience would be an advantage. Applicants should be expected to contribute to the teaching of undergraduate and postgraduate students. Previous teaching experience would be an advantage. The successful candidate would be asked to teach courses in Accounting and Financial Management.

Salary will be in accordance with qualifications and experience in the Professional salary scale. Appointment will be for a contract period of three years and may be renewed by mutual agreement.

The University also provides graduate study awards of 15% of basic salary, appointment of 10% of basic salary towards approved supervision scheme.

Further information may be obtained from the Assistant Registrar (Staffing), Telephone 313900, Telex 922076, Fax No. (679) 305437.

Candidates should send THREE COPIES of their curriculum vitae with full personal particulars, names and addresses including the contacts of three referees and date of their references in order to expedite the appointment procedures. Applications are invited to teach for no later than 31 August 1992.

Academic Director, Indiana University Southeast, Director of University Division, The University Division is the prime unit for new students. Upon completion of admission, the Director is responsible for the supervision of 1.5 FTE professional and academic advisors for new students, academic advisors for new and continuing students, and coordinator of needed services for handicapped students.

The Director develops program objectives and procedures and also methods to evaluate the activities of the unit with particular emphasis on improving retention, advising, and graduation. The Director is responsible for the supervision of 1.5 FTE professional and academic advisors for new students, academic advisors for new and continuing students, and coordinator of needed services for handicapped students.

POSITIONS AVAILABLE

School of Economics, Commerce and Law Commerce Programme

LECTURER LEVEL B IN FINANCE

(Ref: CUS1148D01)

SENIOR LECTURER LEVEL C IN FINANCE

(Ref: CUS1238D01)

The Commerce Programme wishes to strengthen the finance section of its offerings to complement the strong research and teaching areas of accounting, management, marketing and commercial law.

The Programme offers a stream of courses in finance to allow students to major in the area. Besides the conventional offerings, there are courses in international finance and banking. Finance is taught in the Bachelor of Commerce and the MBA.

Accordingly, two persons are sought with academic backgrounds in any area of finance but one of whom should have an interest in teaching in international finance and the other, ideally, an interest in the banking area. Applicants for a senior lectureship should possess a doctorate in finance or a good masters degree and be either working towards a PhD or have an identifiable research programme which has resulted in some contribution to the finance literature.

Applicants for the lectureship should hold a masters degree and be able to demonstrate an interest in research. Teaching competence is necessary for both positions.

Persons with significant experience in international finance or banking and a good first degree will also be considered.

Further information may be obtained from Professor Alan Davison, Chair of the Commerce Programme; telephone 61-9 360 2618, facsimile 61-9 310 7560, E-mail davison@murdock.edu.au

Salary Range:

Lecturer Level B \$A39,463 to \$A48,688 per annum

Senior Lecturer Level C \$A48,688 to \$A57,913 per annum

(Under certain conditions a salary loading may be possible)

Procedure for Applications

Applications must be in duplicate, quoting appropriate reference number, including full personal particulars, details of tertiary qualifications and experience, academic transcript, research interests, current salary and the names and addresses, including phone number and fax number, of three professional referees to reach the Senior Personnel Officer, Murdoch University, Murdoch, WA 6150, not later than Monday 31 August 1992.

Murdoch University is an equal opportunity employer



reality open and desire to fill as soon as possible. Deadline August 26, 1992. Submit with those numbers to: U.S. 4201 Grant Ave., Box 92-14, New Albany, Indiana 46044. This is an Affirmative Action, Equal Opportunity Employer.

Academic Support Services: This position is responsible for coordinating the academic support services to retain high risk students at the University and enable them to successfully complete their academic work. The position is primarily a support role. The Coordinator must tailor assistance to the learning styles of the individual student. The Coordinator is responsible for the development of a support program for students with learning disabilities. The Coordinator is responsible for the development of a support program for students with learning disabilities. The Coordinator is responsible for the development of a support program for students with learning disabilities.

THE AUSTRALIAN NATIONAL UNIVERSITY

Research School of Social Sciences

Division of Demography and Sociology

INTERNATIONAL POPULATION DYNAMICS PROGRAM

Research Fellow (Academic Level B)

Fellow (Academic Level C)

The International Population Dynamics Program of the Demography Research School of Social Sciences is seeking to appoint a person with both academic and administrative credentials to serve as a Research Fellow in an AIDAB-funded policy-oriented research project in Eastern Indonesia. The appointee will work in collaboration with the Project Director and the Research Team Leader, to ensure the smooth flow of project activities. The successful candidate will take particular responsibility for the dissemination of research results, and the management and administration of the project. He or she will also be responsible for conducting some of the research undertaken under the project.

The appointee would be expected to participate in generating and administering other project grants in the field of population. The position will be available from 1 October 1992. Appointment will be for a period of two years, extendable on an annual basis subject to availability of funds.

Information may be sought from Professor G. W. Jones, Coordinator, Demography Program, Division of Demography and Sociology, Research School of Social Sciences, The Australian National University, GPO Box 4, Canberra ACT 2601, Australia or by writing to the University Secretary.

Closing date: 31 August 1992
Salary: Fellow \$50,225-\$57,913 p.a.; Research Fellow: \$41,000-\$48,688 p.a. (from 23 July 1992)

Applications addressing the selection criteria should be submitted in duplicate to the Secretary, The Australian National University, GPO Box 4, Canberra ACT 2601, Australia, quoting reference number and including curriculum vitae, list of publications and names of at least three referees.

THE UNIVERSITY IS AN EQUAL OPPORTUNITY EMPLOYER.

Durban, South Africa

An equal opportunities affirmative action University.

Lecturer: Ethnomusicology

Ref. DB4/92

Closing date: 30 October 1992

The post includes duties in our undergraduate courses in music history as well as the teaching of ethnomusicology to an undergraduate and postgraduate specialisation. A knowledge of African music and the possession of skills in practical African music making would be regarded as advantages. The post is available from January 1993.

The commencing salary notch will be dependent on the qualifications and/or experience of the successful applicant. In addition a service bonus is payable annually. Applications are obtainable from the Office of the South African Embassy, Suite 350, 4801 Massachusetts Avenue N.W., Washington DC 20016, Tel. (202) 342-8805, Fax: (202) 342-8786 OR the Recruitment Section, The University of Natal, King George V Avenue, Durban, South Africa, 4001. Telephone (031) 316-2295. Applications should be submitted in duplicate to the Office of the South African Embassy, Suite 350, 4801 Massachusetts Avenue N.W., Washington DC 20016, Tel. (202) 342-8805, Fax: (202) 342-8786 OR the Recruitment Section, The University of Natal, King George V Avenue, Durban, South Africa, 4001. Telephone (031) 316-2295. Applications should be submitted in duplicate to the Office of the South African Embassy, Suite 350, 4801 Massachusetts Avenue N.W., Washington DC 20016, Tel. (202) 342-8805, Fax: (202) 342-8786 OR the Recruitment Section, The University of Natal, King George V Avenue, Durban, South Africa, 4001. Telephone (031) 316-2295.

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Applications should be

CHAIR OF EDUCATION

Applications for the position of Professor of Education in the School of Education. The School is seeking a highly motivated and experienced professor to lead the Graduate Studies program. The position includes teaching, supervision of graduate students, and administrative duties. The successful candidate will be expected to demonstrate leadership in teaching and research. The successful applicant will be appointed as Head of Group.

This Chair is to be located within a multi-disciplinary group in the School concerned with social, administrative, and policy studies in education. In the research and teaching program areas are investigated in relation to contemporary issues in education. Applicants are sought with expertise in social analysis and policy studies. Applicants will be expected to demonstrate leadership in teaching and research. The successful applicant will be appointed as Head of Group.

CHAIR OF SCIENCE EDUCATION

In 1967 Professor Peter Fensham was appointed to the first Chair of Science Education in Australia. Since then the Faculty of Education at Monash has become known as one of the world's leading academic centres in this field. Professor Fensham retires at the end of 1992 and the Faculty of Education now seeks applications from outstanding scholars in the field to fill this position.

The appointee should have an international reputation and will be expected to provide academic leadership in science education. This includes teaching, research and links with science teachers and their profession. Professor Fensham has played a leading role in setting up and developing the Centre for Science, Mathematics and Technology Education (CSMTE), within the Faculty of Education, and this brings together the wide range of research and teaching interests of associated members. Areas of particular interest at present among science education staff are the teaching and learning of science, science curriculum issues, links between science and technology education, and the initial, postgraduate and professional education of science teachers. Salary for both positions: \$477,900 per annum. Superannuation, travel and removal allowance, and temporary housing assistance are available.

Information on application procedure and further particulars for either position may be obtained from the Personnel Officer (Chair Appointments), Monash University, Clayton, Victoria 3168, Australia, facsimile (61) 3 959 6916. Enquiries of an academic nature may be directed to the Dean of the Faculty of Education, Professor D.N. Aspin, facsimile (61) 3 959 1901.

Applications should reach the Registrar not later than Friday 2 October 1992. Council reserves the right to make no appointment or to appoint by invitation at any stage.



University of Otago

Te Whare Wananga o Otago
New Zealand

CHAIR IN GERMAN

Applications are invited for the Chair of German which carries with it the Headship of the Department of German Language and Literature for an initial five year period. Applicants must be sensitive to the needs of a modern language department in a New Zealand University and be able to provide strong academic leadership both in research and teaching. A good record of publication is essential, preferably in some aspect of German literature in the 18th to the 20th centuries, together with an informed awareness of current language teaching methodology. Salary/Professional salaries are paid within a range between \$NZ20,000 per annum and \$NZ29,840 per annum. Further information is available from the Registrar, Mr D.W. Gilman, P.O. Box 56, Dunedin, New Zealand, Fax (64) 3 474 1607.

Applications quoting reference number A92/34 close with the Registrar on 31 August 1992.

Equal opportunity in employment in University policy.

Agriculture/Extension/Tulare County Division. The University of California, Division of Agriculture and Natural Resources, Cooperative Extension, is seeking a career academic candidate to administer, direct and provide leadership for research, extension and support staff in agriculture, 4-H and for all phases of county and UC budget. Assume affirmative action in recruitment, delivery of programs, Master's or equivalent education and experience preferred. Beginning salary in Extension range with qualifications. Considerable travel. Central Region, 9240 South Riverland Ave., Fresno, California 93648; (209) 891-2211 for description of position. Equal Opportunity Employer M/F/H/V.

Agriculture/Extension/University of Arizona. Cooperative Extension, seeks Extension Agent for San Carlos Reservation to provide programs in agricultural production, natural resource management and 4-H Youth Development. Requires Master's degree or equivalent in related discipline. Minimum of 3 years of successful Extension or related experience. 1 year of Extension-type work on an Indian reservation. Send resume and references to: Extension Agent, University of Arizona, 2000 North Central Ave., Tucson, Arizona 85721. EEO/AAE.

The University of the South Pacific

University of the South Pacific, Suva, Fiji

1. PROFESSOR IN TECHNOLOGY AND HEAD OF TECHNOLOGY DEPARTMENT-POST 92/21

The University invites applications for the following position: The Head of Technology and Head of the Technology Department. The successful candidate will be responsible for the overall management of the Technology Department and for the development of the Technology Department. The successful candidate will be expected to demonstrate leadership in teaching and research. The successful applicant will be appointed as Head of Department.

2. PROFESSOR AND HEAD OF CHEMISTRY DEPARTMENT-POST 92/22

The University invites applications for the following position: The Head of Chemistry and Head of the Chemistry Department. The successful candidate will be responsible for the overall management of the Chemistry Department and for the development of the Chemistry Department. The successful candidate will be expected to demonstrate leadership in teaching and research. The successful applicant will be appointed as Head of Department.

3. PROFESSOR AND HEAD OF BIOLOGY DEPARTMENT-POST 92/23

The University invites applications for the following position: The Head of Biology and Head of the Biology Department. The successful candidate will be responsible for the overall management of the Biology Department and for the development of the Biology Department. The successful candidate will be expected to demonstrate leadership in teaching and research. The successful applicant will be appointed as Head of Department.

Salary will be in accordance with qualifications and experience in the Professional salary range F\$45515-49476. The salary range for a full-time position for Post 92/21 is F\$38887-42705. An incremental allowance of 20% of basic salary will be paid. Appointments will be for a contract period of three years and may be renewed by mutual agreement.

The University also provides grants amounting to 15% of basic salary, appointment allowance, fully furnished accommodation at a rental of 12.5% of salary and a contribution of 10% of basic salary towards superannuation scheme. Further information may be obtained from the Assistant Registrar (Staffing), Telephone 319900; Telex R32276; Fax No. (679) 303437.

Candidates should send THREE COPIES of their curriculum vitae with full personal particulars, names and addresses of three referees and date of availability. In order to expedite the appointment process, applicants are advised to send their resumes to the University without waiting to be contacted. Applications should be sent to The Registrar, The University of the South Pacific, Suva, Fiji to reach her no later than 31 August 1992.

THE UNIVERSITY IS AN EQUAL OPPORTUNITY EMPLOYER

Claremont McKenna College

Organizational or Social Psychologist

Claremont McKenna College (CMC) has a tenure track position at the Assistant or early Associate level for an organizational or social psychologist with an interest in leadership. The person will join a six person psychology department and participate in an interdisciplinary program in leadership studies. The college has recently received a commitment to endow a research institute in leadership. The person filling this position would play an integral role in the development and eventual administration of the institute.

The candidate should show evidence of an active research program and search. The teaching load is five semester classes including high quality research. The teaching load is five semester classes including high quality research. The teaching load is five semester classes including high quality research.

CMC is an independent, highly selective, educational, residential liberal arts college with an emphasis on preparing students for leadership positions in government, business, and the professions. CMC is a member of the Claremont Colleges, the oldest educational consortium in the United States.

Salary and benefits are highly competitive. Submit vita, personal statement, references sent to Martin M. Chermak, Ph.D., Department of Psychology, 850 Columbia Avenue, Claremont, CA 91711-0420. Deadline is December 1, 1992. AA/EEO.

Reservation preferred. Applicant deadline: September 2, 1992, or until appropriate position is filled. Applicant's vita must contain a letter of intent, curriculum vitae, and a list of references. Vita must be sent to: Martin M. Chermak, Ph.D., Department of Psychology, 850 Columbia Avenue, Claremont, CA 91711-0420. EEO/AAE.

Alcohol/Drug Programs/Administration Director. Wisconsin Department of Transportation, Division of Traffic Safety, is seeking a career academic candidate to administer, direct and provide leadership for research, extension and support staff in traffic safety. Assume affirmative action in recruitment, delivery of programs, Master's or equivalent education and experience preferred. Beginning salary in Extension range with qualifications. Considerable travel. Central Region, 9240 South Riverland Ave., Fresno, California 93648; (209) 891-2211 for description of position. Equal Opportunity Employer M/F/H/V.

Anthropology/Ancient/Professor. The Department of Anthropology, University of California, Berkeley, is seeking a career academic candidate to administer, direct and provide leadership for research, extension and support staff in anthropology. Assume affirmative action in recruitment, delivery of programs, Master's or equivalent education and experience preferred. Beginning salary in Extension range with qualifications. Considerable travel. Central Region, 9240 South Riverland Ave., Fresno, California 93648; (209) 891-2211 for description of position. Equal Opportunity Employer M/F/H/V.

Art History/Professor—nine month salary. The Department of Art History, University of California, Berkeley, is seeking a career academic candidate to administer, direct and provide leadership for research, extension and support staff in art history. Assume affirmative action in recruitment, delivery of programs, Master's or equivalent education and experience preferred. Beginning salary in Extension range with qualifications. Considerable travel. Central Region, 9240 South Riverland Ave., Fresno, California 93648; (209) 891-2211 for description of position. Equal Opportunity Employer M/F/H/V.

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THE AUSTRALIAN NATIONAL UNIVERSITY

Institute of Advanced Studies

DIRECTOR OF THE JOHN CURTIN SCHOOL OF MEDICAL RESEARCH

The University seeks to appoint a Director of the John Curtin School of Medical Research to succeed Professor David Curtis, AA, FRAC.

The John Curtin School of Medical Research undertakes fundamental research of a long-term nature as well as shorter-term, applied research projects. There are currently 24 research groups organized within the School, and the Director will be responsible for the overall management of the School and for the development of the School's research program.

The Director will be responsible for the leadership of the School as a research enterprise and for the management of the School's research program. The Director will be expected to demonstrate leadership in teaching and research. The successful applicant will be appointed as Director of the School.

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NIEHOFF PROFESSORIAL CHAIR

LOYOLA UNIVERSITY CHICAGO

Marcella Niehoff School of Nursing

The Marcella Niehoff School of Nursing of Loyola University Chicago is seeking a nurse leader to pursue scholarly and research endeavors in a stimulating university environment.

Loyola University Chicago is a Jesuit, Catholic, independent, urban university. The University was founded in 1870 and now consists of 10 schools and an academic health science center. The Marcella Niehoff School of Nursing, established in 1935, offers undergraduate, master's and doctoral programs for approximately 550 students. The School has 51 full time faculty and offers its educational programs on the Lake Shore and Medical Center Campuses. The School houses its own Center for Nursing Research at the Medical Center campus.

The Niehoff Chair reports directly to the Dean of the Marcella Niehoff School of Nursing. The responsibilities include a teaching load of no more than 6 semester hours a year and some participation in the corporate activities of the faculty. In addition, it is expected that the Chair holder will be actively involved in nursing research and scholarship and will act as a mentor and role model for doctoral students and faculty. The holder of the chair will hold the rank of professor and will be granted tenure upon appointment. Salary and benefits are competitive and the starting date is negotiable.

Candidates must possess a graduate nursing degree and an earned doctorate in nursing or a related field and be eligible for the rank of professor in the School of Nursing. In addition to a record of excellence in teaching, candidates are expected to have a distinguished record of research and scholarship in nursing. Leadership ability, effective interpersonal skills, and an appreciation of the philosophy of life, Catholic higher education are required.

Letters of inquiry and nominations are invited. Letters of application with a current curriculum vitae should be sent to: Dr. Eileen Dvorak, Dean, Marcella Niehoff School of Nursing, Loyola University Chicago, 6525 North Sheridan Road, Chicago, Illinois 60626 (312) 508-3254.

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CLAYTON STATE COLLEGE

A Senior College of the University System of Georgia

SCHOOL OF BUSINESS

Head, Department of Management and Marketing

Incumbent will teach two courses per quarter and administer the department as directed by the Dean, School of Business on a 12-month, tenure-track appointment. Currently there are 10 full-time faculty assigned, plus several adjunct faculty.

Must hold a doctorate in business administration, with a major in management or marketing. Preference is given to specialties in human resource management. Professional qualifications sufficient to warrant appointment as full professor, including appropriate academic credentials and successful senior administrative experience. Recent practical business experience in the incumbent's discipline will be a definite plus, as will academic administrative experience. Superior teaching skills are essential.

Regulating date: July 1, 1993 or earlier by mutual agreement.

Search closes December 31, 1992.

Nominations and letters of application including a resume and a list of three current references should be sent to:

Dr. Norman C. Oglesby, Dean, School of Business, Clayton State College, Morrow, GA 30260-0245.

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RCC

FACULTY POSITIONS: RCC has full-time, tenure track faculty positions open in the following academic areas:

- English (#588) • English as a Second Language (#589)
- Early Childhood Education (#587)
- Science (Biology, A&P) (#583)

Faculty positions require a Master's degree in a related field and teaching experience.

Director of Financial Aid—Responsible for counseling student applicants and awarding financial aid funds according to financial aid regulations. BA in related field required (Master's preferred) or 3 years of direct experience in financial aid administration. Knowledge of computers and understanding of laws and regulations relating to financial aid required. (#590)

Director of Counseling and Placement Services—Oversees RCC's placement adjustment, career transfer, bilingual and disabled students counseling services. Master's in related field, 8 to 10 years of higher education experience required. (#591)

Director of Media/Arts Center—Successful candidate will have knowledge of higher education principles and practices, plus a basic knowledge of theater/audience management and operations. BA and related experience required. (#592)

Director of Student Development—Responsible for coordination of all extracurricular efforts, prepares grant proposals and communicates with agencies providing funds to RCC. BA required; Master's preferred. Successful grant writing experience required. (#593)

Registrar—Oversees maintenance of student records and administers registration process. Higher education experience and a Master's degree (preferred). Application deadline is August 15, 1992. (#594)

Director of Nursing—Responsible for administration of Department of Nursing and related programs. Master's with major in Nursing required. Minimum of 8 years' employment in related field required. Deadline: September 30, 1992. (#595)

Coordinator of Developmental Education—Responsible for increasing overall effectiveness of educational programs and working with faculty and staff to enhance developmental ed. programs. Master's in related field and substantial experience in teaching developmental courses required. Grant-funded position. (#596)

Positions available Fall 1992. Send resume and three references to Human Resources Office, Roxbury Community College, 1234 Columbus Ave., Roxbury Crossing, MA 02120-3400.

Deadline for applications is August 15, 1992 unless otherwise noted.

AA/EOE

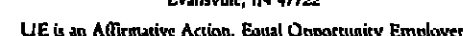
opportunities to integrate career preparation into students' curricula.

The successful candidate will possess exceptional interpersonal skills and a strong desire to help students. The position will necessarily include on-going and weekend responsibilities.

Requirements: A Master's degree is required. Experience in managing a student-oriented office and a successful record of working with a college environment is essential. A background in computing, to be able to provide technical enhancements to the Office of Career Services, is highly desirable.

Send resume and supporting documents by August 21, 1992 to: Alfred W. Bridges, Vice President for College Advancement, Trenton State College, 1000 N. 3rd St., Hillwood Lakes, CNJ07059. Tel: 903-599-4700. To enroll education through distance, TSC is an AAACSB.

lations or related field, 3-7 yrs experience in research and analysis of international development, working knowledge of development information systems technology. Require: Two years' management experience with international development organization, strong research & writing skills, and U.S. citizenship. Prof. knowledge of Agency for International Development and current U.S. foreign language skills. Equal Opportunity Employer. Be reached with cover letter including address history to: Academy for Educational Development, 1253 13th Street, N.W., Suite 400, Washington, D.C. 20037, Attention: Tison, RSPM.



UMBC is an AA/EOE

[illegible]**OBERLIN COLLEGE**

Colorado State University is an EEO/AA employer.
The EEO Office is located in 0025 Spruce Hall.

EEO/AA Employer, Employment eligibility
verification required upon hire.

the overall planning, management, and operation of the Library's interlibrary loan service. Supervises a staff of two FTR professionals and 1 FTR student assistant. Manages a large number of delivery systems including OCLC's ILL subsystem. Works in a highly automated environment and stays abreast of advances in document retrieval and delivery technology. Represents the Library in state, regional, and national meetings and conferences. ALA accredited M.L.S. One year's experience in an interlibrary loan unit using OCLC's ILL subsystem. Familiar with ILL procedures; knowledge of document delivery services and ability to use library and non-library sources; ability to communicate and work

effectively with colleagues and a diverse clientele. Desired Qualifications: superior experience/education in the field of managerial bibliography services such as IM, ILS, and IIR; experience with personal computers and communications systems such as the INTERNET and BITNET; a doctoral graduate degree in a two year or five year program. Starting salary: \$24,000-\$32,000. We offer a competitive salary on experience and qualifications. We offer a full benefits package including health insurance. Choice of retirement plans available. 22 days vacation. Send a letter of application, resume, and references to: Director, Department of Library Services, 1000 University of North Carolina at Charlotte, Charlotte, NC 28223-5001. Equal Opportunity Employer. M/F/V/H. For consideration by September 11, 1992; no phone calls. Administrative Services, Wichita State University, Wichita, KS 67260-0001.



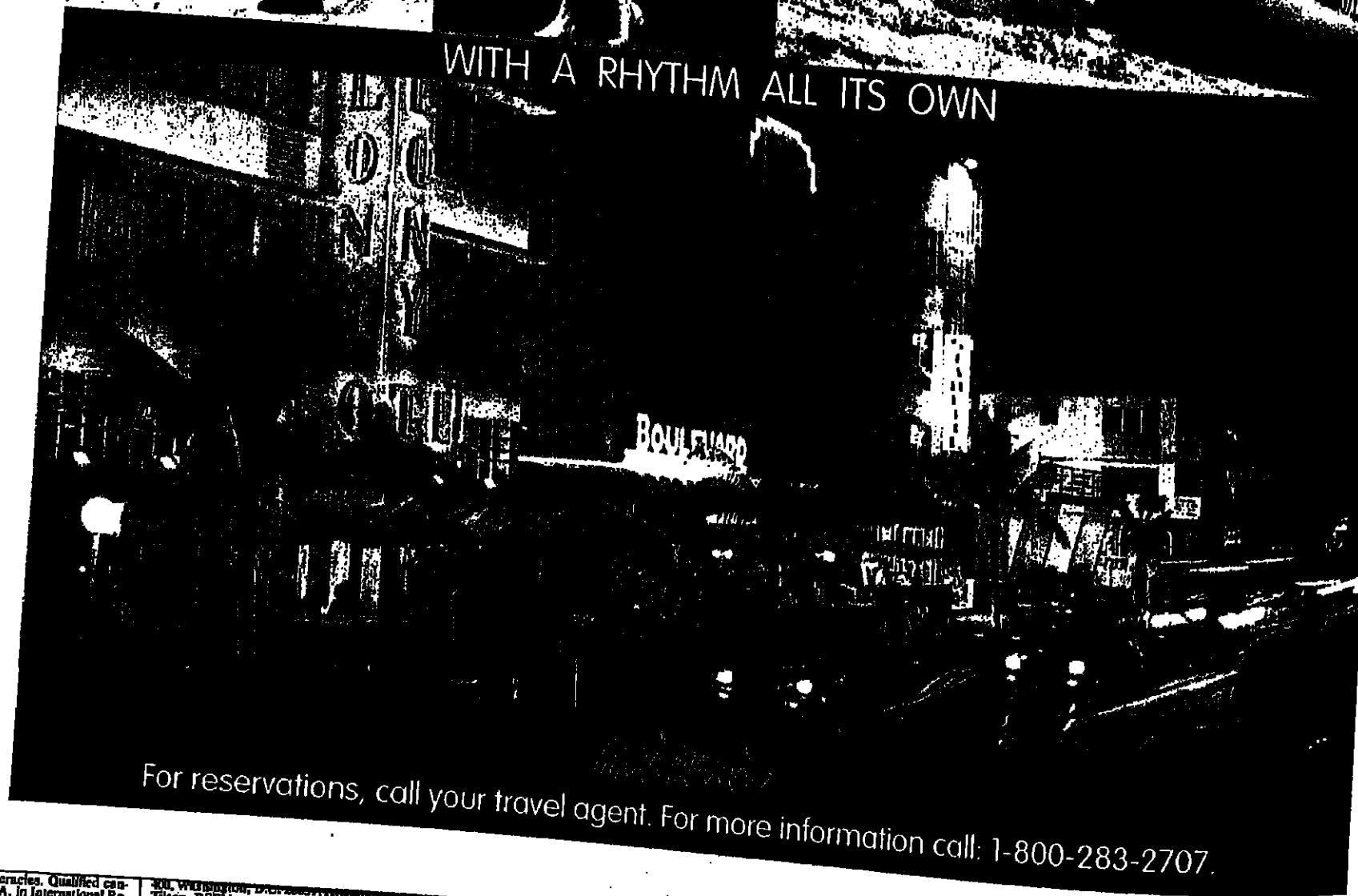
August 5, 1992



THE CITY



WITH A RHYTHM ALL ITS OWN

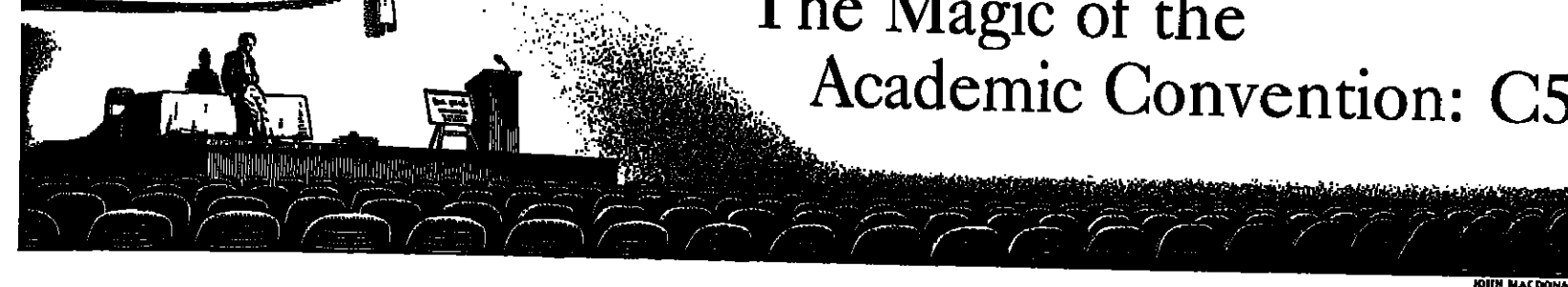


For reservations, call your travel agent. For more information call: 1-800-283-2707.

Events

IN ACADEME

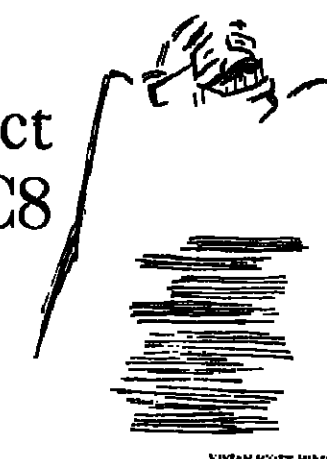
WELCOME



The Magic of the
Academic Convention: C5



The Perfect
Meeting: C8



An Academic's Guide
to Travel in Eastern Europe: C11

Chronological listings
of events from August 1992
through April 1993
C22

Index to sponsors
of meetings
C16

Index to subjects
of meetings
C20

Athletics meetings,
championships,
and bowl games
C47

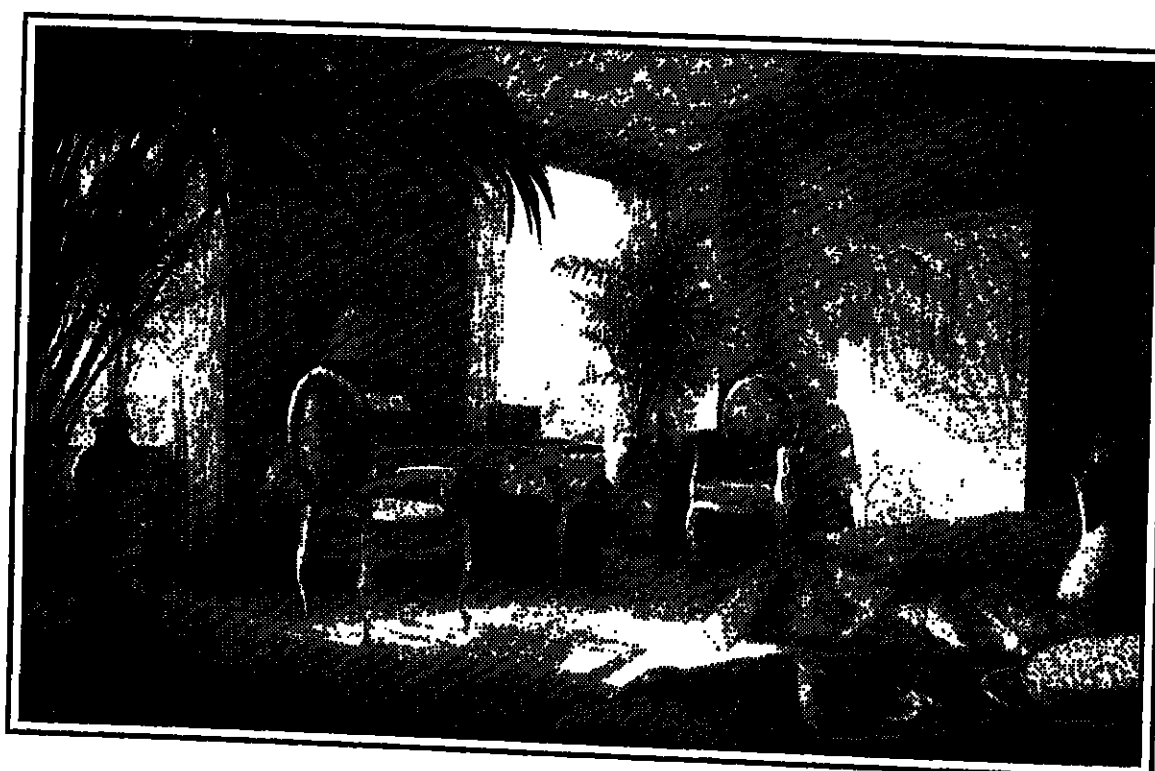
Deadlines for fellowships,
grants, papers, and prizes
C48

Readers may want to save this section
for future reference.

Cover: University of Pennsylvania
Robert Llewellyn

August 5, 1992

IF YOU'RE EXPECTING EVEN MORE FROM A HOTEL IN TIMES LIKE THESE, YOU'D BETTER WAKE UP.



In times like these, convention planners have an especially tough assignment. So, your best bet is to rely on the hotel company that's synonymous with conventions. The one that's been doing them the best for the longest. The one you know will be here. Hilton.

HERE'S WHERE THE BEST CONVENTIONS BEGIN.

Our National Sales Team has the most advanced information technology in the industry behind them. Because their job isn't merely to book your convention. It's to build a relationship that will bring you back to Hilton again and again.

WHY MORE CONVENTIONS HAPPEN HERE.

Over time, Hilton has entertained more conventioners than any other hotel company in the world. Perhaps because we have more hotels that can handle over 1,000 guests in more diverse locations than anyone else. And also because of the consistently high quality of our convention service.

HERE.

RENOVATIONS HERE, THERE AND EVERYWHERE.

Unlike some of our competitors, we're continuing to refurbish our hotels, like the Hilton Hawaiian Village and the Las Vegas Hilton, from lobby to penthouse. We're also building a spectacular new convention hotel, the Minneapolis Hilton and Towers, due to open in the fall of '92.

THERE'S SOMETHING HAPPENING HERE.

We've created a new Hilton Image, as evidenced by our brand-new signature, to underscore our commitment to continuous improvement. So, next time you're hoping for more from a hotel, have your people wake up here. At Hilton.

H
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August 5, 1992

WHEN IT'S TIME FOR YOUR CONVENTION, WE'LL BE HERE.

ALASKA
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Anchorage Hilton

CALIFORNIA
Anaheim
Anaheim Hilton and Towers
Los Angeles
Los Angeles Airport Hilton
and Towers
Los Angeles Area
Beverly Hills-The Beverly
Hilton
San Francisco
San Francisco Hilton and
Towers

DISTRICT OF COLUMBIA
Washington
Washington Hilton and
Towers

FLORIDA
Marco Island
Marco Island Hilton
Beach Resort
Miami Beach
The Fontainebleau Hilton
Resort and Spa
Orlando Area
Lake Buena Vista-Hilton at
Walt Disney World® Village
St. Petersburg
St. Petersburg Hilton
and Towers

GEORGIA
Atlanta
Atlanta Hilton and Towers

HAWAII
Honolulu, Oahu
Hilton Hawaiian Village

ILLINOIS
Chicago
Chicago Hilton and Towers
The Palmer House Hilton

LOUISIANA
New Orleans
New Orleans Hilton
Riverside

NEVADA
Las Vegas
Las Vegas Hilton

NEW YORK
New York
New York Hilton and Towers
The Waldorf-Astoria

PENNSYLVANIA
Philadelphia
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Towers

Pittsburgh
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Center

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The Magic of the Academic Convention

By Roderick P. Hart

BEING the curmudgeons they are, American academics rarely reflect on the annual rite of spring (or fall or winter, never summer) known as the scholarly convention. If they do reflect upon it, they do so in their characteristically flinty manner: "Well, old Clarence really has lost it, hasn't he? I've heard the old coot give a variation on that same talk at this convention for 10 years now." Or "The people who supervised his dissertation speak well of him, so we should probably interview him at the convention. But he's got that damned air of positivism that all those Stanford Ph.D.'s have. He could be tough to take on a daily basis." For most academics, conventions are a time for business: jobs to get or give, papers to deliver or savage, books to buy or sell. The cab ride to the convention hotel from the airport is therefore an adrenal high. The body's chemistry portends the feelings of anticipation, excitement, and—let us be candid—power that make academia the curious amalgam

"It is a homecoming. It is a place where the clan gathers to remember what it is and why it is."

of contemplation and mercantilism that it is. Power Lost and Power Gained, Power Anticipated and Power Remembered—these are the emotions of the academic convention, and they are played out each year in the late-night receptions, at the book exhibits, in the placement-center queues, and, yes, in the tables-for-one at the Italian Village frequented by the not-yet-discovered and the not-still-remembered. For some people at some conventions, the trip to the airport at convention's end can seem an eternity.

But there is much that is magical about the academic convention. It is, preternaturally, a homecoming. It is a place where the clan gathers to remember what it is and why it is. Because it is a homecoming, it carries with it all of the bitter sweetness of human connectedness and human heritage, of new loves and old wounds. Who among us cannot remember the painful perturbation of the first convention, that seemingly endless series of days when we discovered that all others but us were glib and insouciant and better dressed and carelessly influential? Who among us are now so filled with mid-career importance that they cannot remember the very place in the very hotel ballroom where they were haplessly planted, watery drink in hand, when Someone Important sought them out (a minor miracle in itself) and declared, "Oh, so you're X. Just read your essay in *Monographs*. Enjoyed it." I, at least, remember that very moment. A moment of baptism, I surely thought, an anointing with Jack Daniel's, a permanent cleansing of the most dreaded academic sin of all—anonymity. Inconceivably, my first Someone Important later became a close friend, a kind of adopted older brother who told me when I was being smart and when I was not. Some months ago, on roughly the 20th anniversary of our first meeting in the Staller Hilton ballroom, this Still Someone Important declared through a fog of decent Philadelphia liquor, "You know, Hart, you're someone I enjoy growing old with."

TO SPEAK of such personal matters in a scholarly context may seem indulgent, if not daft. Academics, after all, have an extra layer of epidermis to protect them from feeling feelings. "I go to conventions to deliver my scientific papers, to talk to the federal people about renewing my grant, and to choose the next editor of the journal," my biologist friend reports. "It's a business trip, nothing more." When pressed, though, that same biologist takes on a faraway look when recounting the surprise party arranged for him by his former postdocs on the occasion of his 60th birthday. "They were all there," he remembers, "from each of my labs—even back to my Berkeley days. My family, too. Shocked the hell out of me. Didn't know a thing about it. They got a backroom at Joe Faqan's. Everyone had ribeye. My favorite. Then the speeches. My daughter, Jo, did this funny toast. And my first postdoc, Bill Creekmore, he's now a VP at Rice, he shows up with this old jacket I gave him when he was struggling through the winters of Ann Arbor. Can you believe that? He saved that jacket for 30 years. Not a convention I'll soon forget."

Nor are many of them. As we academics come to and fro speaking of Michelangelo (and Max Weber and neurinons), we measure out our lives in the plastic coffee spoons from McGraw-Hill's book displays. Conventions are, in that sense, a calendrical rite. They occur often enough to remind us that we are aging but, blessedly, they expire in five days, thereby curbing excessive self-reflection. Like so many ancient rituals, scholarly conventions are held in special, set-apart places. Once a year, concrete and verticality replace the grass and laterality of our campuses back home. We plot our trips to these distant shrines months in advance, and when reading the preconvention brochure we are often

in a scriptural frame of mind. We travel to these ceremonies newly adorned, corduroy replaced by gabardine, cotton by silk. The Christmas briefcase substitutes for the canvas carryall and, during that glorious week before the convention, the chatter in the Department becomes positively electric: "Got tickets to the Knicks game!" "You're going to bunk eight in a room?" "Don't worry, Campbell's a kind discussant."

LIKE ALL DISTINCTIVE anthropological moments, conventions help us celebrate the comings and goings in our lives that give special delight, special pain. The early life cycle is evidenced by the now-popular day-care facilities pioneered by the Women's Caucus. Thereafter, the new infant is carried papoose-style from no-host reception to convention lobby to paper session and receives as many oohs and ahs as on Main Street back home. The years go on and the papooses grow, and so savvy planners now keep their eyes on "the family connection" when choosing convention locations (even physicists' kids like Disneyland). But conventions are business, and so ultimately the first paper is given: equal parts inspiration and perspiration—for author and dissertation adviser alike. The first book contract is signed, and then the second, and then the *Nth*. Conventions also teach manners (for example, that alcohol and scholarly protocol are inversely correlated). But the academic convention's chief lesson is that time is a winged creature. And so the greeting may go well enough, but then the second husband is confused with the first husband and everyone is embarrassed; suddenly, there are three meetings to attend. Hair styles seem to change annually and that too strains the memory, as do the beards and cellulite that come and go without warning. Out of sheer desperation, the wisest among us masters the handshake-cum-nametag examination until nearsightedness makes even that a chancy move. The awards ceremonies also tell us that life is relentless: Best Dissertation in Area Studies, the Distinguished Service Award. And the muffled elevator conversations remind us that despite their august, cerebral selves, even scholars bow to primordial forces: "Murray was here with us last year. It's not the same convention without him."

Conventions are also propaedeutic in other ways. For one thing, they display—at one time and in one place—the roads taken and not taken and thus continue to prompt Ed Koch's favorite question: "How am I doing?" Academics typically ask more Athenian questions than this but still they ask them: "How's your book been received?" (It hasn't sold more than mine, surely?), "Who's being nominated for Division chair?" (Has anyone thought of submitting my name?), "Why is Simons on so many panels?" (And why aren't I?). Conventions are a crossroads in which many people with many ambitions, and with differing amounts of talent and luck, parade their plumages in front of one another, hoping for the kindness of a kind glance. This does not make academics craven nor conventions brothels. But it does make academics people.

Consider the alumni reception sponsored by one's doctoral department: The 25-year-old meets one of her footnotes in person and then stammers in between stuttering. The 35-year-old, recently swamped by the storms of tenure, reverts to the defenses of childhood by avoiding the gaze of his major professor. The 45-year-old hears about her old officemate's new Lexus and is reminded that Routledge pays better than sophomore composition. The 55-year-old, long in the tooth as a campus administrator but far removed from the journal pages, sips on the drink of the Once-known: vodka and small talk. And the 65-year-old pumps new hands with renewed gusto, hoping for a visiting professorship soon in a warm climate.

The scholarly convention is therefore something of a rite of the résumé. Because thinking for a living is a subtle business and because getting academic feedback is an enigmatic process when it is not a byzantine process, the annual convention is one of the few occasions when one's self-image and one's social image arrive at the same party. For academics this is a mixed blessing, for they work harder than most to deny their social selves. They decry student evaluations as popularity contests and they raise the blind reviewing of manuscripts to exalted status. They speak of Standards and Excellence as if they sat immediately next to Plato in his noumenal sphere. But conventions give the lie to all of that because they feature the peopling of a profession. They teach that, yes, he is brilliant but he is also overweight and, yes, she has achieved much but seems delightfully unaware of it. As young members of a profession, we learn what is worth becoming by watching what others have become, and when walking across the convention floor we collect examples of crassness and kindness for our memory books. We learn that that most dreaded of all creatures, politics, has as much to do with career making as does a university-press book, and we learn, continuously, that people are people, as when a newly minted Ph.D. cuts in front of us while waiting for a job interview. Often, we learn that there is as much sadness in being new in a field as in being old in a field and thus that happiness must lie inside, not outside, the self.

TO SPEAK of such mutters is to risk sounding muddled and sophomoric—terms that academics use to dismiss anything that is true. To feature the human side of intellectual life is to enter the netherworld of mysticism that the Enlightenment sought to replace. But even the children of the Enlightenment must eat and sleep. And so they do, once per annum, as regular as clockwork. Even though they spend much of their time alone during the rest of the year—and there is something ineluctably solitary about the scholar's life—they come together each 12 months to share what they have been thinking. They gather together in high-priced hotels made suddenly affordable by the fact of their collectivity. They spend their university's money, and equally often their own, for a chance to think new thoughts, feel new feelings, and, perhaps, to reinvent themselves professionally while there is still time to do so. Above all, the academic convention signals that life is not yet set: New books are being written, new courses taught, new programs coming on-line. Renewal, the annual convention promises, is still possible. Check-in is at noon.

Believers of all persuasions come together at the convention. The Nobel laureate hovers in air not breathed by the local arrangements chairperson, but both pay \$95 a night for a single. The rational-choice theorist waits in the same breakfast line as the neo-Marxist and then both underwrite the waitress. For a short time each year, academics pontificate to one another and cut deals with one another and, let us be honest, teach and inspire one another. Having been raised with common myths, they share a common professional mission and therefore know one another even before meeting one another. Their annual coming-together is thus a celebration truly, modern warriors dancing around a unique campfire of thought. None, it seems, can resist the dance. Historians do it, chemists do it, even electrical engineers do it. All convene. Being the serious scholars they are, they would leave their human selves at home if they could. But they can't. And so that becomes the simplest pleasure of growing old together.

Roderick P. Hart is professor of communication and of government at the University of Texas at Austin.

August 5, 1992



The Perfect Meeting

The nightmares of conference planners include hurricanes, fires, political protests, bomb scares—and drones

By Carolyn J. Mooney

THE PERILS of running an academic conference are considerable.

Conference planners have been known to rearrange their meticulously organized events to deal with hurricanes, fires, the sudden death of a speaker, labor disputes, murder, walkouts by conferees, political protests, air-traffic controllers' strikes, bomb scares, and—no conference can escape them—drones.

But the worst-case scenario—the nightmare of every meeting organizer—may be the one cited not long ago by Jules R. Rykebusch, the brains behind a conference marking the 100th anniversary of the Lizzie Borden murder case.

"I worry that nobody will show up," said Mr. Rykebusch, director of the communications program at Bristol Community College. (At last report, his worries appeared unfounded: About 300 people had paid fees for the conference, set for this month in Fall River, Mass., the scene of the infamous double murder.)

Many an academic conference has been interrupted by disasters of the natural, logistical, professional, and personal variety. Somehow, the show always seems to go on. But the quest for a perfect meeting never ends. Anyone who has ever been involved in planning a meeting—a process that often begins years before the actual event, when the conference site is booked—has a story to share.

Or several.

In 1985, just three weeks before the annual meeting of the American Sociological Association, the conference hotel closed because of an electrical fire. With 4,000 conferees preparing to descend on Washington, Janet L. Astner, the ASA's convention manager, "run around like crazy" to redo in three weeks what had taken months to accomplish. The conference was moved to the city's convention center, guests were rebooked in other hotels, programs were reprinted, and everyone who had registered was notified of the change.

Another sociology meeting, held in Toronto, hit a snag when Canada's postal workers went on strike. ASA members couldn't send their deposits to Toronto hotels, so the association hired a customs agent to meet a courier who flew the money to Canada. An air-traffic controllers' strike ended just before the meeting, where a bomb threat delayed one event for an hour and a half, Ms. Astner recalls.

The 1991 ASA meeting, meanwhile, was disrupted by angry exchanges over an anti-abortion group's display in the exhibition hall. (The association has since approved a formal policy that limits exhibits to those of professional interest to sociologists.)

Ms. Astner's advice: "Running a meeting takes attention to myriad details, and then you have to be flexible enough to realize that sometimes you have to get in there at the last minute to readjust things."

Thus did the Latin American Studies Association weather Hurricane Hugo, which swept through the Virgin Islands and the Carolinas in 1989. Three days before 1,750 scholars were to arrive in San Juan, Puerto

Rico, for the event, the headquarters hotel was hit by the hurricane. The conference organizers fielded hundreds of telephone calls and quickly rebooked the meeting in Miami for the following month.

Conference organizers are also mindful of politics. Some associations try to avoid hotels involved in labor disputes, just as in the past some groups avoided holding conferences in states that had not ratified the proposed Equal Rights Amendment. The American Historical Association plans to inform members who attend its 1994 convention in San Francisco that a hotel to be used for overflow guests is involved in a labor dispute. The AHA learned about the dispute after it had contracted for the site.

Nevada presents a different dilemma for some groups, who worry that the casino culture runs counter to their academic image or that conferees will while away their days at the slot machines. The American Sociological Association discussed meeting in Las Vegas several years ago, but decided against it when some of its members expressed concern about gambling and "exploitation," Ms. Astner says.

The Organization of American Historians, on the other hand, considers a conference it held in Reno a success. Members took advantage of the conference hotel's optional rooms with round beds and mirrors on the ceiling and found plenty of time to play the slot machines before and after the meetings. "I think members went with an open mind," says Mary Belding, the OAH's conference manager at the time, who now holds the same job with the International Association of Convention and Visitor Bureaus.

In her nearly 10 years of running conferences for the OAH, Ms. Belding learned much about the meeting business. Still, she

ding's attempts to administer cardiopulmonary resuscitation.

Several years before, a conferee at an OAH convention held in New Orleans was shot and killed during a robbery attempt outside the conference hotel.

FAR MORE TYPICAL are problems caused by the participants themselves—speakers who don't show, audiences who don't show, panelists who talk on (and on and on), and clashing conferees.

The annual meeting of the National Women's Studies Association in 1990 was disrupted by an angry walkout staged by women who complained that minority members had been treated unfairly. Despite the NWSA's efforts to appear more inclusive at its latest meeting in June, various groups of women—ranging from vegetarians to lesbians to allergy sufferers—complained that conference organizers had in some way offended them.

Max Dresden, now a visiting scientist at Stanford University's linear accelerator, still laughs as he recalls how, when he was a student in Germany, a scientist traveled from India by ship to attend a physicists' conference there. Only problem was, he was a physiologist. The man had the same name and worked at the same university as a prominent Indian physicist, and had mistakenly received the invitation intended for the physicist. He spoke anyway.

At a recent general-education conference in Asheville, N.C., officials of the Association of American Colleges became anxious when the keynote speaker, Bard College President Leon Botstein, hadn't arrived. Samuel Schuman, chancellor of the University of North Carolina at Asheville, offered to fill in, but Mr. Botstein

ing speakers, all of whom never let a word in edgewise," she says. "I think that was the first indication I had that gender imbalance would no longer be tolerated." Angry conferees seeking a more interactive conference held an impromptu meeting that led to a revised format, she says.

Patricia Nelson Limerick, a professor of history at the University of Colorado at Boulder, thinks academics badly need a conference-etiquette code. She recalls one conference (the OAH meeting in Reno) where, in the hotel's bar, she overheard another scholar criticizing her as a trendy academic who was "coasting" on her Yale



ILLUSTRATIONS BY VIVIAN SCOTT HENSON

University doctorate. She suggests that in such cases, bartenders could intervene and explain to the critic that hotel policy requires him to speak directly to the person he is criticizing. ("We don't really have an etiquette for saying, 'Would you like to say that to me?' " she says.) Hotel employees could also serve as academic "bouncers" by ejecting those obnoxious conferees who go to the microphone to ask a question and end up delivering a speech. Also: Any scholar who cut off conversation with a younger scholar to talk to a more eminent one would automatically be snubbed by the more eminent scholar.

ACADEMIC CONFERENCES have their bright moments, as well. Richard Finneran, a professor of English at the University of Tennessee at Knoxville, and Mary Fitzgerald, associate vice chancellor for academic affairs and a professor of English at the University of New Orleans, slipped away during the Modern Language Association's 1976 convention to get married. Now, with their two children in tow, they hold an annual party at the conference, which always falls on their anniversary. It's as much a fixture of the conference as the cash bars sponsored by the Edith Wharton Society, the Marxist Literary Group, and other organizations. About 100 friends come.

Says Mr. Finneran: "I always kid that if I had had the contacts then that I have now, we would have put the wedding on the program."



laughs when asked how to run a perfect meeting. "There is no such thing as a perfect meeting," she says. "Humans are involved."

Her recommendations: "You've got to be able to troubleshoot. You must be a compulsive list maker. Get everything in writing. Double, triple, quadruple-check everything."

One of the sadder moments on the job came at the OAH's 1985 meeting, when a panelist on late 19th-century American thought collapsed at the podium in the middle of his talk. He died despite Ms. Bel-

showed up with just minutes to spare. Mr. Schuman was recruited later—to deliver closing address when Claire L. Gaudiani, Connecticut College's president, couldn't give it because of flight delays.

SOMETIMES the problem is getting the speaker off the podium.

Carol Geary Schneider, executive vice-president of the Association of American Colleges, recalls an academic conference that she helped plan in 1983, while at the University of Chicago. "The conference had six men as its open-

August 5, 1992

Teaching is the highest form of understanding

— Aristotle

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August 5, 1992

An Academic's Guide to Travel in Eastern Europe



By Burton Bollag
with Colin Woodard

THREE YEARS after the lifting of Eastern Europe's iron curtain, many academics in the region are still thirsty for contacts with their Western counterparts, although some already are suffering from an overdose.

Virtually every university in the region now has one or more officials assigned to manage its international contacts and assist its visitors from abroad. These officials—"international-relations officer" is a common title—are generally ready to help arrange appointments with faculty members or campus officials; departments and individuals can also be contacted directly.

The officials can sometimes even help in finding accommodations, if need be. Many of them speak English, although, in Hungary, German is often their foreign language and, in Romania, French. Some universities welcome the hard currency they earn for putting a visitor up in one of their rooms or apartments. During tourist season in some countries, hotel rooms may be hard to get, but in many cases locals are happy to accommodate a Westerner for a small hard-currency payment. ▶

AN ACADEMIC'S GUIDE TO TRAVEL

A short stroll from Old Town Square, one of Europe's most magnificent plazas, is Charles U.'s 14th-century Carolinum building.

Czechoslovakia

GOLDEN PRAGUE is one of the most beautiful of all European cities, and one of the richest in architectural monuments. It took much of its current form during the 14th-century reign of Charles IV, the king of Bohemia and Moravia and Emperor of the Holy Roman Empire. Under him Prague was, for a while, the flourishing artistic and economic capital of Europe.

The king founded Czechoslovakia's premier academic institution, Charles University, in 1348. It is the oldest institution of higher learning in Central Europe.

Today Prague offers a rich selection of concerts and opera, as well as more than half a dozen jazz clubs. Particularly worth attending is a performance of the Magic Lantern Theater, a blend of dance, film, and pantomime.

Prague is flooded with tourists in the summer and, due to a shortage of hotels, has one of the highest year-round hotel occupancy rates in the world. A good tactic is to wait until you arrive and go to one of the many private accommodations offices (located at the airport, train station, on the road leading into the city, and in the city center itself). They can almost always find you a room in a family's apartment for about \$15 a person a night, and an entire apartment for a bit more.

Not far from Prague's Old Town Square is the Carolinum, the university's 14th-century main building, with original Gothic elements and large baroque arches from an early 18th-century reconstruction. "The Carolinum is the oldest building of the oldest university of Central Europe," says Zdeněk Lojda, Charles University's vice-rector for international relations.

The Carolinum complex houses the university administration and some teaching departments; most faculties are spread around town. Radim Palouš, the rector, is a former dissident who was detained by the Communist authorities so often that he boasts, "I know all the police stations in Prague."

Opposite the Carolinum is the Estates Theater, a beautifully renovated late-18th-century opera house where Mozart's opera *Don Giovanni* was first performed.

Prague's compact center, in which automobile traffic is restricted, is wonderful to explore on foot. Prague had the good fortune to escape severe damage during World War II. The two miles or so of the old coronation route of the Bohemian kings, known as the "Royal Way," offers the best tour of the rich variety of architectural styles.

The route starts at the Municipal House at Republic Square, one of the best examples of Art Nouveau construction, and passes through Old Town Square—one of Europe's most magnificent plazas. It then crosses Charles Bridge, an arched footpath across the Vltava river bordered on both sides by statues of saints, and up to Prague Castle overlooking the city.

"It is the center of the Czechoslovak state. It embodies most of our history, from the kings to the presidents," Mr.

Lojda says of the castle, which is known as Hradčany in Czech.

"During those long years of Communism, when things seemed hopeless, I would walk across Charles bridge and look up at Prague Castle, all lit up at night, and everything would seem better," says Vladimír Šlapeta, the dean of architecture at Czech Technical University in Prague.

Not far away, in the "new town," is Wenceslas Square, where a week of peaceful demonstrations by hundreds of thousands of people in November 1989 forced from power one of Eastern Europe's harshest Communist governments.

If you stand at the bottom of the square, facing the Imposing National Museum at its top, the main street going off to the right is Národní, or National, Street. There, on November 17, 1989, a police agent provocateur led a large student demonstration into a trap. A plaque under a portal halfway down the street toward the National Theater marks the place where riot police closed off the street at both ends and forced the students through a line of club-swinging police officers. The unprovoked attack was the spark that set off the "Velvet Revolution" that brought down Communism in Czechoslovakia.

Reflections of Franz Kafka's life in Prague can be found at many places in the city. On the "Golden Lane" in the Prague Castle complex is a small house in which he lived. A Kafka museum can be found just off Old Town Square. A theatrical performance about the writer's life is a long-running local hit. The Franz Kafka Society in Prague regularly organizes seminars about the writer and his work.

From the 17th century, Prague was a thriving center of Hebrew culture in Europe. Today a small part of the old Jewish ghetto, Dosefov, remains in the Old Town, near the Hotel Intercontinental. Six synagogues survive, including the striking 13th-century Old-New Synagogue. The Jewish museum, spread among several buildings, has rich collections of artifacts, as well as a moving selection of drawings by children who were imprisoned in Terezín, a town with a large fortress used by the Nazis as a ghetto and concentration camp for Jews in World War II. (Terezín, about an hour's drive north of Prague, has a museum that traces the history of that tragic period.)

The Old Jewish Cemetery, dating from the 15th century, contains a haunting jumble of tombstones. The most famous is that of the scholar Rabbi Löw, who died in 1609 and was the creator of the imaginary being Golem.

The revolutionary movement of the early reformer Jan Hus is best examined in Tábor, an hour's drive south of Prague. The town was built in the 15th century by his followers. It has a dense network of underground passages, built for military defense, accessible from the museum of the Hussite movement.

The famous spa towns of Karlovy Vary (Karlbad) and Mariánské Lázně (Marienbad) in western Bohemia are wonderful places to stroll down promenades past once-grand hotels—gone to seed under Communism—where the rich and famous once played.

Bratislava is Czechoslovakia's second-

biggest city and the capital of what may well soon be an independent Slovakia. The country's second-most-important higher-education institution, Comenius University, is there. The old town is attractive, more relaxed than Prague's and with several museums. The city's rich history is reflected in its two additional and unrelated names: "Pozsony" in Hungarian and "Pressburg" in German.

This is a good place to examine the problem of nationalities, as tension mounts between the pro-independence Slovaks and the large Hungarian minority.

The other major university center is Brno, the capital of the region of Moravia,

located between Bohemia to the west and Slovakia to the east.

Poland

ABOUT HALF OF WARSAW WAS destroyed during World War II and subsequently rebuilt as a rather drab metropolis. The most interesting part of the city is the so-called Royal Route. On one end is the Royal Castle. It was completely destroyed by the German occupiers and had to be painstakingly rebuilt from sketches, photos, and even the

memories of castle staff members and art historians.

Further along the Royal Route is Poland's biggest academic institution, Warsaw University, in a campus of rebuilt 16th-century mansions. The university's library has a large collection of old European manuscripts.

"The manuscripts are of great historical and monetary value," says Sylvia Salomon of the university's international-relations office. "In World War II, the collection was scattered. It took a lot of work to reassemble it."

Likewise, the old town, through which the Royal Route passes, had to be rebuilt

from scratch, and today is of considerable historical and architectural value.

Warsaw's most visible feature is the 70-story Palace of Culture, in the center of town. Its wedding cake, art-deco style is disdainfully referred to as "Stalin Gothic." The Muzeum Płakatu boasts Europe's largest collection of posters.

Southeast of Warsaw is Lublin, with Poland's only private Catholic university.

While Warsaw and many other cities were badly damaged during the war, Kraków escaped largely unscathed as a jewel of medieval architecture. This former capital of medieval Poland is home to Jagiellonian University. Poland's oldest and, along

with Warsaw University, its most important academic institution. The university was established in 1364, just 16 years after the opening of Charles University in Prague.

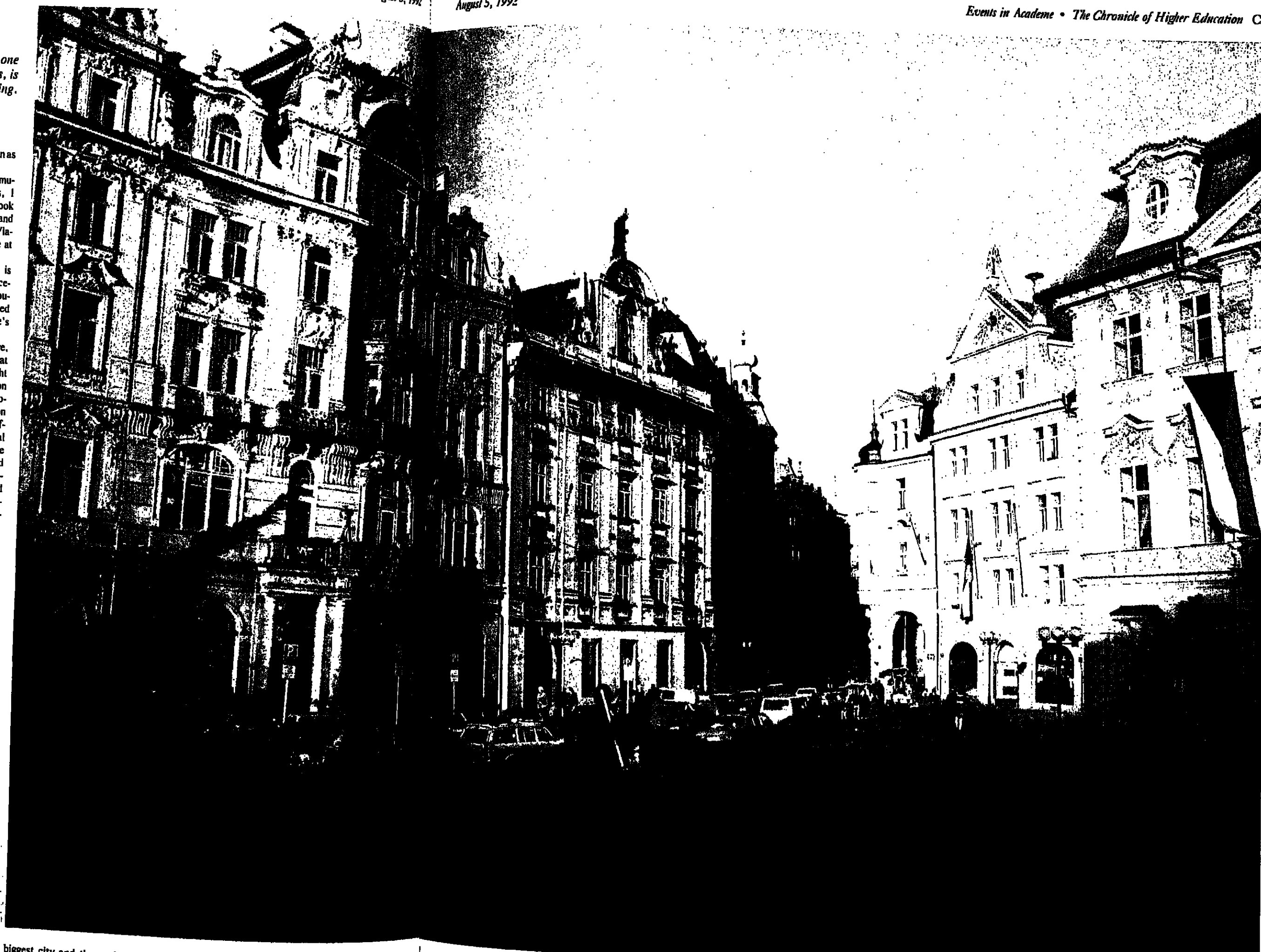
The astronomer Nicholas Copernicus studied there. The university museum, in a 620-year-old building, houses a large collection of antique scientific instruments and timepieces.

Kraków's large old town is partly surrounded by ramparts. Its most striking feature is the Market Square, one of the largest and most distinctive in Europe. At its center is the Italianate Cloth Hall, originally used by craftsmen's guilds. Today it

contains numerous souvenir and handicraft stands on the ground floor and, upstairs, a national museum housing 18th- and 19th-century Polish art classics.

Outside is an open-air flower market. Every hour a bugler plays four notes from the spire of the Church of the Virgin Mary on the square's northeast corner. A short walk from the square is Wawel Castle, Poland's medieval seat of power and best example of Renaissance architecture in the country. It contains a large museum.

Back in the old town, there are many interesting cafes. Janusz Solarz, assistant to the rector of Jagiellonian University, recommends Café Jasná Michalika, long a



EDMUND JAWORSKI, CONTACT PRESH IMAGES

August 5, 1992

August 5, 1992

AN ACADEMIC'S GUIDE TO TRAVEL

Warsaw's most visible feature is the 70-story Palace of Culture. Its wedding-cake style is referred to as "Stalin Gothic."

gathering place for artists and intellectuals. Mr. Solarz also recommends the cabaret in the café Pivnica pod Barnam (Cellar under the Rams) "for a taste of modern Polish culture."

Kraków contains one of Poland's oldest Jewish cemeteries, adjoining the Remoh synagogue. There is also a Jewish museum at Szeroka Street 24.

Kraków is a starting point for many interesting excursions. About 35 miles southwest is the former Nazi death camp at Auschwitz. The camp has been converted into a museum. The camp can be reached via bus and train from Kraków, but, to be understood, you may have to ask for a ticket using the town's Polish name, Oświęcim.

The centuries-old Wieliczka mine, about eight miles southeast of Kraków, contains underground chambers carved out of salt, including an underground museum on salt mining. Far below the surface, it also houses a hospital, for asthma sufferers. Air pollution from local heavy industry is so bad that only at that depth do sufferers find relief.

An hour-and-a-half bus ride south of Kraków brings one to the High Tatras. This small mountain range—only about 15 miles long and 9 miles wide—straddles the border with Czechoslovakia. Despite their small surface, the High Tatras have an alpine character and are a wonderful place for hiking and mountaineering.

Gdańsk, on Poland's northern seacoast, is the third-largest university town after Warsaw and Kraków. Its architecture has a strong Germanic influence, although, as in most of the rest of Central and Eastern Europe, the German inhabitants were expelled after World War II. Gdańsk University contains the important Polish Center for Maritime Affairs.

Gdańsk is the birthplace of the Solidarity movement and still home to the trade union's national headquarters. The main office is in front of the shipyard, whose workers played a strong role in opposing the Communist government. Poland's current president, Lech Wałęsa, worked there as an electrician.

A number of institutions in Poland are engaged in research on the history of the large Jewish community that lived there until the Holocaust. Such work went on under Communism, but in many cases has been stepped up since the end of that era. "The majority of historical documents of Jewish origin were destroyed during World War II," says Krzysztof Leniewski, head of Jagiellonian University's five-year-old Center for Jewish Studies. "So much of the work of research and cataloging is now being done with other Polish sources."

The two most important sources are in Warsaw: the State Archives and the Jewish Historical Institute, which was founded shortly after the end of the war and is part of the Polish Academy of Sciences.

Other important regional sources are the branches of the state archives in Cracow, Rzeszów, Poznań, Lublin, Wrocław and Łódź. Mr. Leniewski says his group has almost completed the first phase of its work identifying and cataloging about

10,000 documents from Southern Poland. He invites interested scholars to contact him at the center at Batorego Street 12; 31 135 Kraków; telephone (48 12) 33 70 58; FAX (48 12) 34 45 93.

Hungary

STRADDLING THE DANUBE (Buda on the right bank, Pest on the left), Budapest is a large and thriving metropolis of 2.5 million (one fifth of the country's population) and has half of Hungary's institutions of higher education. It offers top-notch ballet, opera, concerts—and natural hot baths. Some buildings still bear bullet holes from the 1956 anti-Communist uprising. The Budapest Synagogue is the largest still in use in Europe. Located next to it is the Jewish Museum.

A must for visitors is the restored ancient Castle Hill on the Buda side of the river. The Germans made their last, seven-week stand here, causing the complete destruction of the area. Slow and deliberate reconstruction work made possible valuable archeological study of the ruins of the buildings of medieval kings.

"This is one of the oldest and most historic parts of the city, and it is beautiful to walk through," says Csaba Forgacs, head of international relations at the Budapest University of Economic Sciences, formerly known as Marx University.

The site's Royal Palace has been rebuilt in its original splendor and now houses a large museum complex. The National Gallery has a wide selection of Hungarian art through the centuries. The Budapest History Museum traces 1,000 years of the city's past, and the Museum of the Labor Movement includes an exhibition of socialist art.

Budapest's best-known coffee house is Gerbaud, on Vörösmarty Square. From there starts the pedestrian Váci Street, which has some of Eastern Europe's most elegant shops. At the other end, about a half mile down, is a good foreign-language bookstore and Eötvös Loránd University, Hungary's premier liberal-arts institution. The riverfront along this stretch, with its grand hotels and outdoor cafes, is especially pleasant for strolling.

Other major Hungarian universities are in the towns of Pécs, Debrecen, Szeged, and Eger. Pécs, in the south, near the border with Croatia, once a part of Yugoslavia, is the home of Hungary's first university, established in 1367. Its former mosques and minarets attest to a 143-year occupation by the Turks in the 16th and 17th centuries. Pécs, with its many art museums, is known as Hungary's cultural center.

Romania

IN HIS BIZARRE FORM of megalomania, the Communist dictator Nicolae Ceaușescu bulldozed a large swath of historic Bucharest in the early 1980's. In its place he built a neighborhood in grandiose and triumphant architectural



style around his enormous new palace. The inspiration appears to have come from equal parts Pyongyang, North Korea, and Albert Speer's plans for postwar Berlin. The area around Palace Square still shows scars of the December 1989 revolution.

The main building of the University of Bucharest is in the center of the city, at University Square. This has been the venue of most of the opposition demonstrations in the capital.

Bucharest is also home to Unesco's European Center for Higher Education, an important source of information on academic life in the region. It's best to make an appointment (39 Stirbei Voda Street; telephone 13-08-39).

Brasov, with its university, is at the foot of the Carpathian mountains, about 90 miles north of the capital. It is an attractive, well-preserved old Saxon city.

The country's other important universities include Iasi in the east, and Timisoara in the west, where the violent repression of the first demonstrations against Ceaușescu set off the revolution that ended his rule.

The most important university center in Transylvania is the large and pleasant town of Cluj-Napoca. Here, members of the region's two-million-strong Hungarian minority have been demanding the reopening of a separate Hungarian language university, which was shut down by Ceaușescu.

Bulgaria

SOFIA, the capital, is home to half of Bulgaria's 22 higher-education institutions. The city center brings together mosques, onion-domed orthodox cathedrals, a large synagogue,

and an imposing mélange of buildings in the Stalinist architectural style.

Georgi Dimitrov's mausoleum, on which the Communist leaders used to stand to observe May Day parades, now is empty, collecting graffiti.

A flea market has taken over a nearby park; one can buy antiques and paintings as well as Communist and Soviet memorabilia, watches, cameras, and old East European coins and currency at prices lower than elsewhere in the region.

Of the city's many museums, the Foreign Art Gallery (behind the Alexander Nevsky Castle) is the most prestigious. The collection features ancient and contemporary art from Africa, Asia, Europe, and Latin America. The gallery is sponsored by the Sofia-based Saints Cyril and Methodius Foundation, the first independent charitable institution in the region and an important supporter of Bulgarian higher education.

The Nevsky Castle is well worth seeing. It is a recent structure, built at the beginning of this century in commemoration of the Russian defeat of the Turks in Bulgaria in 1878. It houses Bulgaria's most impressive collection of icons.

Sofia has no "old" section. Bulgarians often blame the lack of historical buildings on the 500 years of Turkish domination.

The capital's oldest standing historical monument is the 13th-century Boyana Church.

Bulgaria's National Library in Sofia houses an important collection of manuscripts. Special permission is needed to view such artifacts.

Rila Monastery, set in a narrow mountain valley about two hours south of Sofia, is worth the trip. Although the Turks occupied Bulgaria for five centuries, they were

August 5, 1992

August 5, 1992

never able to take this large fortified complex, wherein monks helped to preserve Bulgarian culture.

A fire destroyed much of the 14th-century compound in 1833, but it was quickly rebuilt. The brightly painted main church contains an impressive orthodox altarpiece, and the paintings on the interior walls and ceiling are well preserved—unlike those at many other churches in the region, which have been damaged by smoke or moisture. Museums containing icons and artifacts will be found in several wings, a reminder that the monastery is now the property of the state. A small number of orthodox monks have continued to reside here, and local residents report that they are fighting an uphill battle to regain ownership of the monastery and its extensive property.

Eastern Europe's only American university is about 20 miles south of Rila in Blagoevgrad. The institution is a joint project of the town, the University of Maine, and the U.S. and Bulgarian governments. By all accounts it is attracting the cream of Bulgaria's students, who pursue a liberal-arts curriculum in English. The university's main building used to house the local offices of the Communist Party.

Of all the East Europeans, the Bulgarians are traditionally the most Russophile. Billa Zakhariyeva, a member of Bulgaria's diplomatic service, says of the Russians: "Our languages are very close, and they have done us a lot of good by ending 500 years of Turkish domination. The other reason is that we have no common border. There are no territorial claims, and there is no threat from them."

Bulgaria's second-biggest city, and its second university center after Sofia, is Plovdiv. It is the best place in the country to see old Bulgarian architecture. It has an attractive old town and even a Greek amphitheater.

BALTIC STATES

EACH OF the three Baltic States is struggling to reassert its national identity, following a half century of repressive Soviet rule, which included mass deportations of intellectuals during and after World War II. Each of the republics has a large Russian minority, whose ranks were swelled by the Soviet policy of encouraging Russian immigration into the region.

Major, as-yet-unresolved issues include whom to grant citizenship to (must they speak the local language?), and how fast to phase out the university sections using Russian as the language of instruction. Estonia—where the known replaced the ruble—was the first of the three republics to introduce its own currency.

Each of the three capitals has a beautiful old town, as well as a central park. For visitors with dollars, the prices of most things—although not necessarily hotels—are incredibly low.

Lithuania

VILNIUS, the capital of this Catholic country that is the largest of the three Baltic states, has a large number of ornate churches built in Gothic and later styles.

Vilnius was known, up to World War II, as the "Lithuanian Jerusalem" because of its importance as a center of Jewish learning. However, as in other Baltic cities, many members of the Jewish population were murdered by the Nazis, and many of

those who survived have emigrated. However, since shortly before last year's recognition of independence, progress has been made in efforts to revive Jewish culture.

Last summer, Vilnius got its first rabbi in many years; he moved there from Britain. In 1990, Vilnius University opened a section of Jewish studies, headed by Meyer Sluh, the only Lithuanian professor whose mother tongue was Yiddish. He has been working intensively to train a new generation of scholars to work with a large collection of Jewish works in Lithuania's national archives, most of which survived World War II after being hidden by sympathetic non-Jews.

Vilnius University was the first institution in the former Soviet Union to stop offering, in the late 1980's, the required courses on Marxist-Leninist ideology. The university library has one of Eastern Europe's richest collections of old texts, going back to the 15th and 16th centuries.

A half hour's bus ride from Vilnius is Trakai, Lithuania's capital in the middle ages, which has a castle and museum worth visiting.

The other major university center is Kaunas, the capital of independent Lithuania between the two world wars. The city is home to Vytautas Magnus University, which was shut down by Soviet authorities in 1950 but reopened by émigré professors in 1989. It is now widely seen in the region as a model of the much-desired American-style education.

Opposite the university is "Liberty Square," from which a statue of Lenin was removed and replaced with busts of 10 fathers of Lithuanian independence. "It is a clear sign of how Lithuania is reconnecting itself to its history after a 50-year cut," says Algirdas Avizienis, the rector of Vytautas Magnus.

Although smaller than Vilnius, Kaunas has an interesting, if partly dilapidated, old town with cobblestone streets dating from the middle ages. There is a striking Moorish-style synagogue in turquoise with white trim. The new town is bisected by a pedestrian promenade, with pleasant cafes. Antis cafe is in a stone cellar and has a handicrafts shop on the main floor. The hotel Metropol is a good place for a meal.

The Centurion Art Gallery has a large collection of evocative paintings from Lithuania's national artists from the turn of the last century. Across the street is the Devil's Museum, featuring a large and unique collection of representations of devils from around the world.

The port city of Klaipėda has a new university specializing in marine subjects.

Latvia

IN LATVIA the issue of national identity is most sensitive, since only 52 percent of its people are ethnic Latvians. The rest are Russians, Poles, Germans, Lithuanians, Georgians, and others. The capital, Riga, is the largest city in the Baltics, with a population of almost one million. The Lutheran Dome Cathedral has frequent concerts on what is one of the biggest organs in Europe. There are a Jewish community center and high school on Dzintaru Street.

The country's principal academic institution is the University of Latvia. Aļise Grīzbovskā, head of the university's foreign-relations department, recommends a visit to the Riga suburbs to see the outdoor ethnological museum, featuring traditional houses and implements.

Just a few miles away is the seaside resort of Jūrmala, with long, sandy beaches. Some 30 miles northeast of Riga is the Si-

gaula national park, known as the "Latvian Switzerland."

Estonia

THIS is the most Scandinavian-like and modern of the three Baltic republics. It was traditionally the most industrialized, and was culturally sustained during Communism by Finnish television broadcasts. Although completely unrelated to either Lithuanian or Latvian, the Estonian language is close to Finnish. The capital, Tallinn, has a large technical university.

Maret Hein of the university's international-relations department recommends a trip of three or four miles up the coast to Pärnu, to see the ruins of a castle and monastery there. "There is an art gallery, his-

torical museum, and a song arch" where traditional singing groups perform. "We Estonians like to sing a lot," Ms. Hein says.

The republic's main academic institution is Tartu University, about three hours by bus southeast of Tallinn. Established in 1632, the university is internationally known for its School of Semiotics, run by Jüri Lotman. The university has a museum about its own history, and a library with a large collection of 17th- and 18th-century books.

"The library is unique; it has one of the region's best collections of old books," says Sinje Ypaus of the university's foreign-relations department. Many of those books are in Latin. Later works are in German, then Russian, and finally Estonian, reflecting the changing political power in the region.

Visa Information and Key Contacts for Travel in Eastern Europe

BULGARIA

VISA REQUIRED

Sofia: U.S. Embassy
1A Stamboliski Boulevard
Telephone 359-2-48-48-01

International Research
& Exchanges Board
Faculty of History, Sofia University
Boulevard Ruski 15, Office 32
1000 Sofia
Telephone 359-2-62-17-77
Fax 359-2-46-35-89, 359-2-51-42-62
Ivan Ilchev, consultant

CZECHOSLOVAKIA

NO VISA REQUIRED

Prague: U.S. Embassy
Tržiště 15
125 48 Prague 1
Telephone 42-2-536-641

International Research
& Exchanges Board
Narodni Tržiště 3
111 42 Prague 1
Telephone 422-22-86-38
Fax 422-22-85-87
Dana Klouckova, IREX representative
Martina Neuvaska, IREX representative

Bratislava: U.S. Consulate General
Hviezdoslavovo Namesite 4
81 102 Bratislava, Box 5630
Telephone 42-7-330-861

ESTONIA

VISA REQUIRED

Tallinn: U.S. Embassy
Kantmanni 20
Tallinn EE001
Telephone 358-49-311-348

HUNGARY

VISA REQUIRED

Budapest: U.S. Embassy
V. Szabadsag, Ter 12
Telephone 36-1-112-64-50
Institute of International Education
Budapest II
Endrodi Sándor Up. 9a II 2
11-1022
Telephone 36-1-115-20-62
Mary Kirk, director

LATVIA

VISA REQUIRED

Riga: U.S. Embassy
Ruina Boulevard Seven
Riga 226050
Telephone 358-49-311-348

International Research & Exchanges
Board, Baltic Academic Center
Suite 222
Riga Technical University
Kaļķu iela 1
Riga 226355
Telephone 212-174
Internet: AAARS.IREX@PROG.PIU.
N495.ZZ.FHONET.ORG
Gundar J. King, director

LITHUANIA

VISA REQUIRED

Vilnius: U.S. Embassy
Akmenų 6
Vilnius 232600
Telephone 7-0122-222-724

POLAND

NO VISA REQUIRED

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Aleje Ujazdowskie 29/31
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Kraków: U.S. Consulate General
Ulica Stolarska 9
Kraków 31 043
Telephone 48-12-229-764

Poznań: U.S. Consulate
Ulica Chopina 4
Telephone 48-61-529-586

ROMANIA

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Bucharest: U.S. Embassy
Strada Tudor Arghezi 7-9
Telephone 400-10-40-40

International Research & Exchanges
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Sponsors

OF MEETINGS

Following are the organizations that sponsor meetings listed in this special section of *The Chronicle*. Details of their meetings will be found in the month-by-month listings that begin on Page 22, or in the Athletics listings on Page 47.

Academy of Legal Studies in Business (formerly the American Business Law Association). Annual conference: August 18-22.

Academy of the Humanities and Sciences of City University of New York. Conference: October 29-30.

Accreditation Board for Engineering and Technology. Annual meeting: October 29-30.

Addison-Wesley Publishing Company. Conference: November 12-15.

African American Museums Association. Annual conference: September 10-12.

Afro-Hispanic Review. Conference: March 11-13.

Alliance for Association for Alternative and External Degree Programs for Adults. Conference: October 8-10.

Altavero College. Seminars: November 12-13.

American Academy of Nursing. Conference: October 11-12.

American Anthropological Association. Annual meeting: December 2-6.

American Association for Affirmative Action. Conference: September 11.

American Association for Higher Education. Annual conference: March 14-17.

American Association for Marriage and Family Therapy. Annual conference: October 15-18.

American Association for the Advancement of Counseling. Annual conference: October 8-11.

American Association for the Advancement of Science. Conference: November 13-15. Workshop: December 14.

American Association of State Colleges and Universities. Annual meeting: November 22-24.

American Association of University Administrators. Conference: September 14-21.

American Association of University Women. Conference: October 23-25.

American Catholic Philosophical Association. Round table: December 5. Conference: March 25-28.

American College Personnel Association. Annual convention: March 28-31.

American Council on Education. Annual meeting: January 24-27. Conference: October 1-3. Workshop: November 11-13.

American Culture Association. Annual meeting: April 7-10. Conference: October 8-10.

American Culture Association in the South. Meeting: October 1-3.

American Federation of Teachers. Biennial national convention: August 12-16.

American Folklore Society. Annual meeting: October 15-18.

American Historical Association. Annual meeting: December 27-30.

American Society for Aesthetics. Meeting: October 28-November 1.

American Society of Linguistics. Conference: October 29-30.

American Society of Mechanical Engineers. Conference: October 18-21.

American Sociological Association. Annual meeting: August 20-24.

American Studies Association. Annual meeting: November 4-8.

American Technical Education Association. Conference: March 18-21.

American Welding Society. Conference: October 19-21. November 3-6.

Annenberg/CPB Project. Workshop: September 23.

Appalachian State University. Conference: November 11-14.

Arizona State University. Conference: November 4-6.

Association for Computing Machinery. Conference: August 24-27. September 20-23. October 18-22. November 9-12.

Association for Continuing Higher Education. Annual meeting: October 10-13.

Association for Education in Journalism and Mass Communication. Annual conference: August 5-8.

Association for Gerontology in Higher Education. Annual meeting: March 4-7.

Association for Integrative Studies. Annual conference: November 19-22.

Association for Preservation Technology International. Annual conference: September 20-27.

Association for Public Policy Analysis and Management. Conference: October 29-31.

Association for Research on Nonprofit Organizations and Voluntary Action. Conference: October 30-November 1.

Association for Symbolic Logic. Meetings: January 15-16; March 11-14.

Association for the Advancement of Policy, Research, and Development in the Third World. Conference: November 15-20. Colloquium: March 27. Round table: April 17.

Association for the Advancement of Social Work With Groups. Symposium: October 29-November 1.

Association for the History of Ophthalmology. Annual conference: October 24-25.

Association for the Study of Higher Education. Annual meeting: October 29-November 1.

Association for Volunteer Administration. Conference: October 28-31.

Association of American Colleges. Annual meeting: January 13-16.

Association of American Medical Colleges. Workshop: December 14.

Association of Behavioral Sciences in Medical Education. Annual meeting: October 18-20.

Association of Catholic Colleges and Universities. Annual meeting: February 2-3.

Association of Community College Trustees. Annual convention: October 21-24.

Association of Conference and Events Directors-International. Annual conference: March 27-31.

Association of Diver Educators for the Disabled. Annual conference: August 29-September 1.

Association of Information and Dissemination Centers. Meeting: September 20.

Association of Marketing Educators. Annual conference: October 22-24.

Association of Official Analytical Chemists. Meeting: August 31-September 3.

Association of Private Enterprise Education. International convention: April 4-6.

Association of Research Libraries, Office of Management Services. Workshop: September 14-17. February 23-26. April 6-7. Institutes: September 14-17. October 20-23. Conference: October 23-25.

Association of Third World Studies. Annual meeting: October 1-3.

Association to Preserve the Eatonville Community. Annual festival: January 28-31.

Athletic Business. Conference: December 2-5.

Auckland Institute of Technology (New Zealand). Conference: November 13-17.

Australian Association of Philosophy. Meeting: August 24-28.

Bard College. Conferences: September 24-26; November 6-7. Workshops: August 9-19; December 4-6.

Baylor University. Symposium: October 8-10. April 15-17. Conference: November 13-14.

Black Caucus of American Library Association. Conference: September 4-6.

Black Greek Leadership Conference. Meeting: October 30-November 1.

Black Caucus of American Library Association. Conference: September 4-6.

Bowling Green State University. Conference: September 17-19. 24-26.

California Educational Computing Consortium. Workshop: October 23-24.

Campbell Enterprises. Seminar: September 24-25.

Canadian Interuniversity Athletics Union. Annual meeting: December 10-11.

CARL Systems Inc. Meeting: September 10-12.

Catholic University of America. Conference: October 14-17.

CAUSE. Annual conference: December 4-14.

Center for Educational Development and Assessment. Workshops: October 1-2, 5, 8-9, 12, 13-14.

Central Association of Colleges and University Business Officers. Workshop: August 7, 11, 14, 19, 21.

Central States Philosophical Association. Meeting: October 16-17.

Child Project. Conference: October 16-18.

Classical Association of the Middle West and South. Section meeting: October 29-31.

Coalition of Universities and Businesses for Education Project. Conference: October 21-23.

College and University Personnel Association. Annual convention: November 8-11. Seminars: August 17-18. 21-22. September 11, 25, 28, 29-30. October 9, 16, 17; December 4; February 14, 14-17. Workshops: August 17-18, 31-September 1.

College Board. Seminars: October 19-20, 22-23, 29-30; November 9-10, 16-17.

College Consortium for International Studies. Seminars: October 3-10, 31-November 1; March 4-13.

College Language Association. Conference: March 31-April 3.

College of Physicians. Conference: September 24-27.

College Survival Inc. Annual conference: November 1-4. Workshops: August 9-12; October 2, 7, 9, 14, 16, 19; November 5.

Columbia University. Conference: November 8-11.

Communal Studies Association. Annual meeting: October 15-18.

Conference on Basic Writing. Conference: October 8-10.

Conference on Black Student Relations. Annual meeting: November 17-20.

Conference on College Composition and Communication of National Council of Teachers of English. Annual convention: April 1-3. Workshop: January 7-9.

Congressional Quarterly Inc. Seminars: August 10, 12, 13, 17; September 14; October 5, 8, 9; November 5, 17; December 4, 7, 15. Workshops: August 11, 19-21; September 15; October 6, 26-27; December 3, 9-11.

Consortium for International Earth Science Information Network. Symposium: April 4-8.

Copeland Origo Productions. Workshop: September 14-18.

Cornell University. Conference: October 8-10.

Council for Adult and Experiential Learning. Annual conference: November 12-14.

Council for Advancement and Support of Education. Conferences: September 13-15; October 13-14; December 10-11.

District conferences: December 13-15; January 17-20, 20-23, 24-26, 31-February 1; February 14-17, 20-24; April 4-7.

Forums: November 16-17; February 23-26; April 6-7. Institutes: March 3-5, 4-7.

Seminars: September 23-25; March 17-19. Workshops: September 9-11, 15-17, 18-24, 25-30; October 2; October 12, 15, 16, 16, 19-20, 19-21, 20-21, 21-23, 22-23; November 5-6, 12-13, 16-17, 17-18; December 2-4, 9-11; January 12-14, 13-15, 14-15, 27-29, 28-29; February 8-10, 10, 11-12, 25-26; March 10-12, 17-19, 22-23, 24-26; April 1-2, 5-6, 14-16, 15-16, 21-23, 26-28.

Council of Colleges of Arts and Sciences. Annual meeting: November 11-14.

Council of Graduate Schools. Forums: September 26; October 3, 17, 31.

August 5, 1992

Council of Independent Colleges. Conference: November 7; January 2-3.

Institutes: November 7-10; January 3-6.

Council on Institutional Cooperation. Conference: October 1-4.

Council on International Educational Exchange. Conference: November 3-5.

Council on Postsecondary Accreditation. Meetings: October 19-21; January 10-13; April 3-7.

Dartmouth College. Symposium: October 23-24.

David G. Bauer Associates. Seminars: September 21-22; October 21-22, 22-23; November 16-17.

Daytona Beach Community College. Conference: February 3-5.

Delaware-D.C.-Maryland Association of Student Financial Aid Administrators. Conference: November 9-10. Workshop: October 18-23.

Denver Art Museum. Symposium: September 18-19.

Dismore Homestead Foundation. Symposium: October 15-18.

Eastern Kentucky University. Symposium: December 6-10.

Eastern Michigan University. Conference: March 31-April 3.

Eastern Small College Computing Conference. Meeting: October 16-17.

East-West Center. Forum: October 13-22.

Educational Testing Service. Workshop: August 10-13. Conference: October 31.

EDUCOM. Annual conference: October 28-31.

Elon College. Conference: October 6-7.

El Paso Community College. Seminar: October 16-18.

Emily Dickinson International Society. Conference: October 22-24.

Employment Partnership. Seminars: November 15-17; December 6-8.

European Society for Philosophy of Medicine and Health Care. Meeting: August 12-14.

Far West American Culture Association. Annual meeting: January 21-23.

Far West Popular Culture Association. Annual meeting: January 21-23.

Florida Communication Association. Annual convention: October 15-17.

Florida Community College at Jacksonville. Conference: February 10-13.

Florida Consortium of American Association of University Professors. Conference: October 23-25.

Foundation Center. Videoconferences: September 16-18; December 9.

Foundation for Critical Thinking. Regional workshops: October 17-18; November 14-15; January 16-17, 23-24; February 6-7; March 13-14; April 17-18.

Georgetown University. Conference: April 9-11.

German Studies Association. Annual conference: October 1-4.

Global Invention Network. Annual conference: August 20-22.

Gonsky Center for Tinker. Workshop: August 17-18.

Grand Valley State University. Conference: October 2-3.

Graduate Records Examinations Board. Forums: September 26; October 3, 17, 31.

Graphic Design Education Association. Symposium: October 2-4.

Guatemala Human Rights Commission/USA. Symposium: November 13-15.

Harvard University. Conference: August 16-18.

Hegel Society of America. Conference: October 2-4.

Higher Education Resource Services. Institutes: October 15-17; November 20-21; January 22-23; March 18-20; April 23-24.

Holistic Design. Forum: November 6-8.

Holistic University. Conferences: September 24-26; March 20; April 22-24.

Hospitality Sales and Marketing Association International. Conference: September 22-25.

Human Genome Organisation. Conference: October 14-17.

Illinois Association for Educational Communications and Technology. Annual conference: November 12-14.

Illinois Historic Preservation Agency. Symposium: December 4-5.

Illinois Philosophical Association. Meeting: November 6-7.

Independent Sector. Forum: March 18-19.

Indiana University. Short courses: August 5-6, 12-14, 30-September 4; September 11-13, 13-16, 16-17, 20-23, 29-October 2; October 4-9, 7-8, 11-16, 14-16, 21-22; November 4-5, 10-13, 15-18, 16-17. Symposium: October 31-November 1.

Institute of Electrical and Electronics Engineers. Videoconference: September 30. Conference: November 16-20.

Institute on College Student Values. Conference: February 4-7.

Institute on Desegregation. Conference: March 5-6.

Instituto Della Enciclopedia Italiana. Symposium: March 25-26.

International Association for Computer Information Systems. Annual conference: August 27-29.

International Association for Greek Philosophy. Meeting: August 23-30.

International Association for Student Judicial Affairs. Annual conference: February 12-14.

International Association of Knowledge Engineers. Symposium: November 16-18.

International Association of Universities. Conference: October 19-22.

International Association on the Fantastic in the Arts. Annual conference: March 17-21.

International Center of Philosophy and Interdisciplinary Research. Symposium: August 17-22.

International Christian Studies Association. World congress: August 7-9.

International Computer Music Association. Conference: October 14-18.

International Congress on Mathematical Education. Meeting: August 17-23.

International Council for Innovation in Higher Education. Conference: December 7-10.

International Development Conference. Meeting: January 11-13.

International Geographical Union. Quadrennial meeting: August 19-24.

International Listening Association. Annual convention: March 4-6.

International Quality and Productivity Center. Conference: September 30-October 1.

International Sociological Association. Conference: August 17-18.

Institute for Advanced Philosophical Research. Conference: August 18-23.

Iowa Human Relations Association. Annual meeting: September

THE ABE FELLOWSHIP PROGRAM

The Social Science Research Council (SSRC), the American Council of Learned Societies (ACLS), and the Japan Foundation Center for Global Partnership (JFCGP) are now accepting applications for the 1992-1993 Abe Fellowship Program. The program's aim is to encourage international multidisciplinary research on topics of pressing global concern in order to foster development of a new generation of researchers interested in long-range policy-relevant topics. The Abe Fellowship Program seeks especially to encourage a new level of intellectual cooperation between Japanese and American research communities in order to build an international network of scholars committed to and trained for advancing global understanding and problem solving.

Abe Fellowships are designed to provide support for Japanese and American research professionals with a doctorate or with an equivalent level of professional training as well as third country nationals affiliated with an American or Japanese institution. Applicants should be interested in conducting research in the social sciences and the humanities relevant to any one or combination of the following themes: *global issues, problems common to advanced industrial societies, and issues that relate to improving U.S.-Japan relations.*

Abe Fellows will be eligible for up to 12 months of full-time support although fellowship tenure need not be continuous. Terms of the fellowship are flexible, and are aimed at meeting the differing needs of Japanese and American researchers at different stages in their careers.

Fellows will be expected to affiliate with an American or Japanese institution appropriate to their research aim, and the Fellowship will typically be used for extended residence in the country of study and research.

Application forms may be obtained from the Social Science Research Council and must be accompanied by a ten page statement of the proposed research activity. The deadline for submission of applications is September 15, 1992. The awards will be announced by the end of November for the 1993-94 year. For further information about eligibility or to request an application contact:

The Abe Fellowship Program
The Social Science Research Council
605 Third Avenue, New York, NY 10158
Tel: (212) 661-0288 Fax: (212) 370-7888

TRAINING WORKSHOP

1992 DE-DC-MD ASFAA
Neophyte Workshop

October 18-23, 1992

Training for Financial Aid Administrators with
2 years' experience or less.

Brighton Suites Hotel, Rehoboth Beach, Delaware

\$350 for DE-DC-MD ASFAA members
\$380 for non-members
(includes \$30 membership fee)

Register by September 25, 1992
Limited spaces available!

For more information, contact
Theresa Rael at 1-800-926-0020



NETWORK

17th Annual Conference
Professional and Organizational Development
Network in Higher Education

Building Community Within a Changing Academy

October 22-25, 1992
Saddlebrook Resort
Wesley Chapel, Florida

Featured speakers: Pat Hutchings, AAHE & Elliott Wigginton, Foxfire, The University of Georgia. The conference will include pre-conference workshops and over 80 concurrent sessions. Early-bird registration deadline: August 15, 1992.

For more information, contact
Dr. David Graf
Manager of Administrative Services
15B Exhibit Hall South
Iowa State University
Ames IA 50011
(515) 294-3808 or JIDL@ISUVAX.IASTATE.EDU

Sponsors

Continued From Preceding Page

Midwest College, Conference: October 23-25.

Minnesota Association of Volunteer Directors, Conference: October 28-31.

Minnesota Human Relations Association, Conference: October 15-16.

Minnesota State University System, Teleconference: October 29.

Missouri Valley History Conference, Annual meeting: March 11-13.

Modern Language Association, Annual meeting: December 27-30.

Mountain Interstate Foreign Language Conference, Annual meeting: October 8-10.

Mountain-Plains Philosophical Conference, Meeting: October 8-10.

Mount Ida College, Conference: February 17-19.

Multicultural Institute of International Counseling Center, Training program: October 1-4.

NAPSA Association of International Educators, Regional conferences: October 14-16, 15-17, 20-22, 25-28, 28-30, 29-31, 31-November 3; November 1-3, 11-13, 19-21. Seminar: September 17-19.

National Academic Advising Association, Conference: October 11-14.

National Alliance of Business, Annual conference: September 13-16.

National Archives, Conference: April 9-11.

National Association for Equal Opportunity in Higher Education, Annual meeting: March 31-April 4.

National Association for Ethnic Studies, Conference: March 3-6.

National Association for Multicultural Education, Annual conference: February 11-14.

National Association for Science, Technology, and Society, Conference: January 15-17.

National Association for Women in Education, Conference: March 3-6.

National Association of Academic Advisers for Athletics, Annual meeting: January 10-13.

National Association of Academic Affairs Administrators, Regional meeting: October 16-18. Seminar: November 16-18.

National Association of College Admissions Counselors, College fairs: September 20-27; October 15-16, 16-17, 18, 22-23, 25-26, 29-30; November 1-2, 10-11; December 1-2; February 10-11; March 14-15, 23-24; April 6-7, 10-11; March 14-15, 23-24; April 6-7, 10-11.

National Association of Intercollegiate Athletics, Annual meeting: October 7-11.

National Association of Minority Engineering Program Administrators, Annual conference: February 6-10.

National Association of State Universities and Land-Grant Colleges, Annual meeting: November 8-10.

National Association of Student Personnel Administrators, Regional conference: October 15-18. Teleconference: November 12.

National Catholic Development Conference, Annual conference: September 27-30.

National Center for Developmental Education, Conference: November 11-13.

National Center for Research in Vocational Education, Teleconference: September 30.

National Cheng Kung University (Taiwan), Conference: March 13-14.

National Civil Rights Museum, Conference: April 2-4.

National Collegiate Athletic Association, Annual meeting: January 13-16.

National Collegiate Honor Council, Annual conference: October 28-November 1.

National Committee on Planned Giving, Conference: October 10-13.

National Conference of African-American Studies, Convention: February 9-12.

National Congress of Black Faculty, Annual meeting: October 22-25.

National Council for Resource Development, Annual conference: December 5-8.

National Council of Educational Opportunity Associations, Annual conference: September 13-16.

National Council of States on Inservice Education, Annual conference: November 20-24.

National Council of Teachers of English, Annual convention: November 18-23, 31; February 23-27; March 18-20.

National Council on Alcoholism and Drug Abuse, Conference: August 7-9.

National Council on Community Service and Continuing Education, Conference: October 10-14.

National Council on Family Relations, Annual conference: November 5-10.

National Council on Undergraduate Research, Conference: March 25-27.

National Endowment for the Humanities, Conferences: August 16-18; October 10-14, 14-17, 15-17; November 4-7, 8-11, 9-11; April 9-11.

National Graduate University, Annual institute: October 14-15.

National Institutes of Health, Workshop: August 27-28. Conference: October 9-11.

National Intramural-Recreational Sports Association, Annual meeting: April 2-6.

National Junior College Athletic Association, Annual legislative assembly: March 31-April 3.

National Newspaper Association, Annual convention and trade show: September 16-19.

National Planned Giving Institute, Seminars: August 17-19, 19-21; October 5-6, 7-9, 26-28, 30-31; November 9-11, 11-13; December 7-9, 9-11; January 11-13, 13-15, 25-27, 27-29; February 15-17, 17-19, 25-27, 27-29.

National Social Science Association, Symposium: August 8-15.

National Society for Internships and Experiential Education, Conference: November 4-7.

National University, Conference: February 10-12.

National University Continuing Education Association, Annual conference: April 16-20.

National University Teleconference Network, Teleconferences: October 8; November 19; February 11; April 8.

National Wellness Institute, Conferences: September 13-17; October 7-10; November 5-7.

Newbury Library, Conference: October 16-17.

New England American Studies Association, Annual conference: April 30-May 2.

New England Association of Collegiate Registrars and Admissions Officers, Annual meeting: November 4-6.

New England Historical Association, Annual meeting: October 17.

New England Psychological Association, Annual meeting: November 6-7.

New Jersey Association for Developmental Education, Annual conference: November 20.

New Jersey Project, Conference: April 16-18.

New York State Institute on Superconductivity, Annual conference: September 15-17.

New York State Political Science Association, Annual meeting: April 23-24.

North American Cartographic Information Society, Annual meeting: October 14-17.

North American Simulation and Gaming Association, Annual conference: October 16-18.

North Carolina Association for Developmental Studies, Conference: September 23-25.

North Carolina Community College Learning Resources Association, Annual conference: September 23-25.

North Carolina Religious Studies Association, Annual conference: October 2.

Northeast Educational Research Association, Annual conference: October 28-30.

North East Popular Culture/American Culture Association, Meeting: November 6-8.

Northeast Regional Center for Drug Free Schools and Communities, Conference: January 12-14.

Northeast Region of Association of Academic Affairs Administrators, Annual meeting: November 4-6.

Northwest Conference on British Studies, Meeting: October 30-31.

Northwest Conference on Philosophy, Meeting: November 6-7.

Northwestern State University (La.), Conference: April 1-3.

Ohio Association for Developmental Education, Annual conference: November 4-6.

Ohio State University, Conference: November 6-7.

Ontario Institute for Studies in Education, Conference: October 7-10.

Organization for the Study of Communication, Language, and Gender, Annual conference: October 15-17.

Our Lady of the Lake University, Conference: November 3-5.

Pacific Telecommunications Council, Annual conference: January 17-20.

Palmer College of Chiropractic, Symposium: November 14-15.

Partnerships in Education Journal, Conference: September 17-18.

Pennsylvania Library Association, Annual conference: November 1-4.

Phi Delta Kappa, Workshop: August 10-13.

Philosophical Society of Southern Africa, Meeting: January 24-26.

Philosophy of Science Association, Biennial meeting: October 1.

Popular Culture Association, Annual meeting: April 7-10.

Popular Culture Association in the South, Meeting: October 1-3.

Professional and Organizational Development Network in Higher Education, Annual conference: October 23-25.

QSystems Inc. Seminars: August 21, 24, 28, 31.

Quigley and Associates, Workshop: August 5-7.

Radio Shack Education Division, Conference: March 21-24.

Rethinking Marxism, Conference: November 12-14.

Rider College, Symposium: October 28-29.

Robert K. Greenleaf Center, Conference: October 2-3.

Rochester Institute of Technology, Conferences: November 11; January 14-15.

Roger Tory Peterson Institute, Forum: September 18-20.

Rome Laboratory, Conference: September 20-23.

Rutgers University, Conference: October 16-17.

St. Cloud State University, Workshop: October 20-21.

Sacramento State University, Conference: November 18-21.

Saybrook Institute, Short courses: August 9-14, 16-21.

Scholarly Writers' Institute, Roundtable: October 17.

School of Visual Arts, Conference: October 15-17.

Science magazine, Conference: October 14-17.

Scientists Center for Animal Welfare, Conference: September 17-18. Seminar: November 5.

Social Science History Association, Annual meeting: November 5-8.

Society for Ancient Greek Philosophy, Conference: October 23-25.

Society for College and University Planning, Conference: October 24-27.

Society for Computer Simulation International, Conference: January 17-20.

Society for Human Ecology, Annual meeting: October 2-4.

Society for Literature and Science, Annual conference: October 8-10.

Society for Phenomenology and Educational Philosophy, Meeting: October 8-10.

Society for Technology and Teacher Education, Conference: March 17-20.

Society for the Advancement of American Philosophy, Meeting: March 4-6.

Society for the Advancement of Scandinavian Study, Annual meeting: April 22-24.

Society for the Anthropology of Consciousness, Meeting: April 7-11.

Society for the Study of Islamic Philosophy and Science, Conference: October 23-25.

Society for Utopian Studies, Annual meeting: November 19-22.

Society of Christian Philosophers, Regional meeting: October 29-31.

Society of Research Administration, Annual meeting: September 13-16.

Society of Theologians and Librarians, Conference: October 18-21.

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STUDY, TRAVEL,
WORK OPPORTUNITIES

August 5, 1992

Software Publishers Association, Annual conference: September 30-October 3.

Sonneck Society for American Music, Annual conference: February 12-16.

Southern State University, Conference: August 9-12.

South-Central Renaissance Conference, Meeting: March 25-27.

Southeastern Association of Educational Opportunity Program Personnel, Annual conference: February 28-March 3.

Southeastern Training Center for Cooperative Education, Conferences: September 9-11; November 16-18; April 12-14.

Southeast Regional Association of Teachers Educators, Annual conference: November 6-7.

Southern Association for Institutional Research, Conference: October 24-27.

Southern College of Technology, Conference: October 9-10.

Southern Conference on British Studies, Annual meeting: November 4-7.

Southern Criminal Justice Association, Annual conference: September 30-October 3.

Southern Humanities Council, Conference: February 12-14.

Southern Society for Coaching Technology, Symposium: February 24-26.

Southern Society for Philosophy and Psychology, Meeting: April 8-10.

Southwest Conference on Language Teaching, Annual meeting: April 1-3.

Southwestern Philosophical Society, Meeting: November 5-7.

Southwestern Sociological Association, Meeting: March 17-20.

Southwest Historical Association, Meeting: March 17-20.

Southwest Theatre Association, Annual convention: November 4-8.

Spelman College, Symposium: August 6.

SRI Gallup, Seminars: October 6-8, 21-23, 27-28; November 4-6, 10-12; February 9-11; March 16-18; April 27-29.

State University of New York at Stony Brook, Symposium: March 25-26.

State University of New York College at New Paltz, Conference: November 5-7.

State University of New York College at Oswego, Conference: October 29-30.

Stetson University, Conferences: October 23; January 22-23; February 14-17.

Teachers of English to Speakers of Other Languages, Annual convention: April 13-17.

Technical University of Vienna, Symposium: September 21-23.

Telecommunications Policy Research Conference, Annual meeting: September 12-14.

Telecom People, Conference: October 21-24.

Texas A&M University, Conference: February 25-27.

Texas Tech University, Conference: February 6-10.

Towson State University, Conference: February 3-6.

Transnational Nursing Society, Annual conference: October 21-24.

Union College (N.Y.), Conference: October 21.

United Faculty of Florida, Conference: October 23-25.

U.S. Department of Health and Human Services, October 2.

University Council for Vocational Education, Teleconference: September 30.

University Film and Video Association, Annual conference: August 5-8.

University of Alabama, Workshops: August 6-7; September 17-18, 19.

University of Arizona, Conference: November 22-24.

University of Bristol (England), Symposium: August 25-30.

University of California at Berkeley, Conference: November 26-29.

University of California at Los Angeles, Symposium: August 30-September 3.

University of California at Santa Barbara, Conference: February 22-24.

University of Central Florida, Conference: March 25-27.

University of Chicago, Conference: September 18-19. Institute: November 20-22.

University of Cincinnati, Symposium: October 8-11.

University of Colorado, Symposium: September 18-19.

University of Dayton, Colloquium: November 13-14.

University of Delaware, Seminar: August 6-7.

University of Essex (England), Meeting: August 17-20.

University of Florida, Conference: February 6-10.

University of Hawaii, Institute: October 20-23.

University of Illinois at Urbana-Champaign, Institute: October 25-27. Confer-

ences: October 29-November 1; March 26-27.

University of Kentucky, Conferences: September 25-26, October 2-3, 15-17; November 6-7.

University of Maine, Conference: September 24-26.

August 5, 1992

August 5, 1992

Events in Academic • The Chronicle of Higher Education C21

CALL FOR PROPOSALS

MAXIMIZING SUMMER OPPORTUNITIES
national conference

February 28-March 3, 1993
Columbia, South Carolina
Sponsored by - The University of South Carolina

Now, more than any time in recent history, institutions of higher education are facing critical challenges to utilize idle space, minimize down time, meet existing summer employment conditions, defray operating costs, and generate income. Specifically designed to focus on the pervasive importance of developing and maintaining successful summer programs, Maximizing Summer Opportunities will help you generate that new vitality.

Proposal Deadline • September 28, 1992

Write or call: Maximizing Summer Opportunities
USC Division of Continuing Education
900 Assembly Street • Suite 108
Columbia, SC 29208
(803) 777-9444 • (803) 777-2260 • FAX (803) 777-CONF

CONFERENCE ANNOUNCEMENT

Computers on Campus
National Conference

November 15 - 18, 1992
Columbia, South Carolina

This is the sixth in a series of conferences focused on the pervasive importance of computing in the academic environment. Hundreds of higher education professionals from the Americas and abroad have convened to learn from each other's varied experiences, to exchange ideas about academic computing, to gain valuable insights into implementing the latest technology, to identify new resources, and to find solutions to the issues and problems which face us all.

Sponsored by The University of South Carolina
Division of Continuing Education
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Write or Call:
Computers on Campus • USC Division of Continuing Education
900 Assembly St., Ste. 200 • Columbia, S.C., 29208
(803) 777-9444 • (803) 777-2260 • FAX (803) 777-CONF

1993 NATIONAL CONFERENCE ON The Adult Learner
Proposals to Attend, Retain and Educate Older Students

May 23 - 26, 1993
Columbia, South Carolina
The University of South Carolina
Division of Continuing Education

Attended the past seven years by over one thousand higher education professionals, the National Conference on the Adult Learner continues to keep in step with the future, focusing on the successful use of mentors and peer counselors in adult student programs. The purpose of the conference is to assist institutions of higher education in the planning, implementing, and marketing of high quality programs for older students. If you or your colleagues are engaged in providing quality learning experiences to today's adult learner, the conference planning committee encourages you to experience what past participants have described as "the best organized, most informative and fun conference ever attended... a broad range of issues provided so much to choose from... the quality of the sessions was commendable."

Proposal Guidelines and Registration Information available October 1992!

The National Conference on the Adult Learner
University of South Carolina Division of Continuing Education
900 Assembly Street, Suite 200 Columbia, S.C. 29208
(803) 777-9444 or (803) 777-2260 FAX (803) 777-CONF

Subjects

OF MEETINGS

Following, arranged by subject, is an index of the meetings listed in this edition of *The Chronicle's* "Events in Academic." Details of each meeting will be found in the month-by-month listings in the pages that follow.

Academic advising. October 12.
Academic affairs. October 13-14, 15-17, 16-18; November 4-6, 7, 10-11, 16-18; March 28-31.
Accounting education. November 6-7.
Accreditation. October 19-21, 29-30; January 10-13; April 5-7.
Administration. August 5-7, 9-14; October 15-17; November 4, 5-6, 11-13, 20-21; January 2-3, 5-6, 22-23; February 1-3; March 18-20; April 23-24.
Admissions. August 6-7; September 20, 27; October 15-16, 16-17, 18, 22-23, 25-26, 29-30; November 1-2, 10-11; December 1-2; January 13-15, 28-29; February 10, 10-11, 11-12; March 14-15, 23-24; April 6-7, 16-17, 23-24, 26, 28-29.
Admissions and records. October 5-6; November 4-6; December 7-9.
Adult education. October 8-10; February 16-12.
Adult students. November 16-17.
Aesthetics. August 6; October 28-November 1.
Affirmative action. September 11.
African-American studies. February 9-12.
Aging. August 24-26.
Alumni. August 5-6; September 13-15, 24-25; October 1-2, 15-16, 20-21, 22-23; November 16-18, 17-18; December 2-4; March 10-12; April 15-16.
American history. September 17-18.
American studies. September 24-26; October 15-18, 28-29, 29-31; November 4-8, 6-8; April 22-24, 30-May 2.
Animals. August 27-28.
Animals and research. September 17-18; November 5.
Anthropology. December 2-6; April 7-11.
Art history. September 18-19.
Arts. September 18-20; March 17-21.
Arts and liberal arts. October 15-17.
Arts and public policy. March 23-27.
Assessment. October 1-2, 23, 31; November 1-2.
Assessment and teaching. November 12, 12-13.
Automotive technology. February 3-5.
Black students. October 30-November 1.
Business. September 13-16; March 13-14.
Business and higher education. October 19-20; November 9-10.
Business law. August 18-22.
Campus activities. March 27-31.
Campus security. August 6-7, 7, 11, 14, 19, 21.
Campus violence. February 3-6.
Canadian studies. October 8-10.
Cartographic information. October 14-17.
Chemistry. August 31-September 3.
Children. October 16-18.
Children's literature. October 23-27.
Chiropractic. October 10-11, 24-25; March 6-7.
Civilization studies. August 7-9.
Clinical. October 23-24, 29-31.
Coatings. February 24-26.
Cognitive sciences. November 13-14.
Communal studies. October 15-18.
Communication. October 15-17; February 11-12; March 31-April 3.
Communication, language, and gender. October 15-17.
Computer music. October 14-18.
Computers. August 10-12, 24-27, 31-September 2; September 2-3; October 16-17, 18-22, 23-24; November 9-12, 9-13, 12-13, 15-18, 16-18, 16-20; December 1-4, 16-18; January 4-7, 10-13; February 14-16; March 17-19; April 20-23, 24-29.
Computers and legal case. November 8-11.
Computing and philosophy. August 14-16.
Community colleges. October 21-24.
Congress. August 11, 12, 13, 17, 19, 21; September 14, 15; October 5, 6, 8, 9, 26-27; November 5, 17; December 3, 4, 7, 9-11, 13.
Continuing education. October 10-14, 11-13; November 6-7; April 16-20.

Cooperative education. September 9-11; November 16-18; April 12-14.
Corrections. December 6-10.
Criminal justice. September 30-October 3.
Crisis management. August 5.
Critical thinking. August 9-12.
Culture studies. September 16-18; October 1-3; January 21-23; April 7-10.
Curriculum. October 8-11; November 20-22.
Dance. October 16-17.
Design. October 8-11.
Developmental education. November 4-6, 11-13, 11-14, 20.
Developmental studies. September 23-25.
Disabilities. August 17-18, 29-September 1, 31-September 1.
Discrimination. October 29.
Distance education. September 24-26; October 21-24.
Diversity. September 14-18; February 10-13.
Economics. September 24-26.
Education. August 12-16; September 11; October 20-21; March 25-27.
Education reform. September 17-18.
Education research. October 28-30.
Emily Dickinson. October 22-24.

Engineering. September 21-23; October 18-21; November 8-13; February 1-10.
English. October 8-10, 9-10, 17, 29-31; November 18-23; January 7-9; February 25-27; March 18-20; April 1-3, 13-17.
Enrollment. November 13, 14-17; December 10-11.
Environment. August 9-20; October 21; April 4-8.
Equal opportunity. September 13-16; October 23-25; February 28-March 3.
Ethnic studies. March 3-6.
Experiential education. November 4-7.
Faculty. October 5, 8-9, 14, 22-25; November 2-3; February 12, 22-27.
Faculty development. August 6-7, 9-13; September 17-18, 19.
Families. October 27-30; November 5-10.
Family therapy. October 15-18.
Federal funds. October 14-15.
Film and video. August 5-8.
Folklore. October 15-18.
Freshman-year experience. October 3, 23, 25-27; November 14-15; December 3-4; January 22-23, 29-30; February 19-23; April 23-24.
Fund raising. August 5-6, 6-7, 12-14, 17-18, 17-19, 19-21, 19-22, 30-September 4; September 9-11, 13-18, 15-17, 16-17, 17-18, 20-25, 21-22, 27-30, 28-October 2, 30-October 2; October 4-5, 7, 7-8, 7-9, 10-13, 11-16, 13-14, 13-15, 16-18, 16-19, 21-22, 21-23, 26-28, 28-30; November 4-5, 9-11, 10-13, 11-13, 15-20, 16-17; December 7-9, 9-11, 11-13, 11-13, 12-14, 13-15, 14-15, 24-27, 27-29; February 8-10, 15-17, 17-19, 25.

CEDA National Conference on Evaluating Faculty Performance: The State of the Practice

October 8 - 9, 1992, Orlando, Florida

Co-Sponsored by Teaching and Learning Center, University of Alabama, Birmingham

Who Should Attend

- Administrators involved in developing or operating faculty evaluation programs
- Department Chairs responsible for faculty evaluation and development
- Faculty involved in revising student rating or peer evaluation systems

Invited Presentations Include:

- > Evaluating Teaching
- > Evaluating Research
- > Evaluating Faculty/College Service
- > Evaluating Special Faculty Roles
- > Developing Evaluation Portfolios
- > Legal Liabilities of Student Ratings
- > Unions and Faculty Evaluation
- > Designing Peer Evaluation Forms
- > Designing Student Rating Forms
- > Using Ratings to Improve Instruction

To Register Call: (901) 682-9761
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Regular registration fee is \$350.
Early Registration Fee is \$200.
If received by September 14th.

Call for brochure or write to Center for Educational Development and Assessment, P.O. Box 172314, Memphis, TN 38187-2314.

NATIONAL SATELLITE VIDEOCONFERENCE ON RURAL HEALTH ISSUES

6:30-9:45 p.m.
September 24, 1992

Focus on successful, community-based health programs; call-in questions to health resource panel. Sponsored by Missouri Dept. of Health, University Extension/University of Missouri System and 13 state and national agencies. For information: Mary Leuci, 529 Clark Hall, UM System, Columbia, MO 65211, (314) 882-5859.

TECHNICAL ASSISTANCE COMMUNITY SERVICES CLINICAL SERVICES PUBLIC POLICY FELLOWSHIPS ACADEMIC EDUCATION ADVOCACY OUTREACH RESEARCH TRAINING

CAREER CONNECTIONS 2000
Investing in Diversity
Matching professionals with careers in developmental disabilities

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Career Connections 2000 is a newly established recruitment bank offering a computerized matching service linking jobs in the field of developmental disabilities with professionals looking for employment. Opportunities are available nationwide in this expanding field for individuals with diverse education and training to add to and improve the lives of people with developmental disabilities and their families. Minors and people with disabilities are particularly encouraged to seek positions in the field. The employer or applicant registration forms, contact the Wayne Meyer Rehabilitation Institute, University of Nebraska Medical Center, 600 South 42nd Street, Omaha, Nebraska 68198-5430 or call (402) 595-5417. AA-EDE

26; March 3-5, 4-7, 17-19, 24-26; April 1-2, 6-7, 14-16, 26-28.
Genetics and crime. October 9-11.
Geography. August 9-14.
Geographical information. October 29-30.
German studies. October 1-4.
Gerontology. March 4-7.
Graduate education. September 26; October 3, 17, 31.
Graduate studies. November 16-17.
Graphic design. October 2-4.
Health. September 13-17, 24; October 7-10; November 5-7.
Health care. September 17-19.
Health sciences. February 4-5.
Higher education. September 14-21; October 2-3, 14-16, 22-25, 23-25, 24-27, 29-November 1; November 8-10, 11-14, 23-24; December 5-8; January 13-16, 24-26; February 2-3, 4-7, 10-17, 19; March 17, 31-April 4.
History. October 2-3, 17, 22-24; November 3-5; December 4-5, 27-30; March 11-13, 17-20.
History of medicine. September 24-27.
Honors programs. October 28-November 1.
Human ecology. October 2-4.
Human genome. October 14-17.
Humanities. October 8-10, 15-17; November 4-7, 8-11, 9-11; February 12-14; April 1-11, 15-16, 28-May 1.
Humanities and technology. October 9-10.
Human relations. September 26; October 15-16.
Information services. September 20.
Information systems. August 27-29.
Information technology. August 30-September 2; September 13-17; October 28-31.
Inservice education. November 20-24.
Institutional advancement. October 19-20; November 5-6, 12-13, 16-17; December 2-4, 13-15; January 17-20, 20-23, 24-26, 31-February 1; February 14-17, 20-24, 25-26; March 17-19, 22-23; April 4-7.
Interdisciplinary studies. October 8-9; November 19-22; February 22-24.
International education. September 17-18, 17-19; October 7-10, 14-16, 15-17, 19-22, 20-22, 25-28, 28-30, 29-31, 31-November 3; November 1-3, 3-5, 11-13, 19-21, 25-27; December 7-10.
International issues. September 13-15; October 13-23; November 4-6, 9-15, 11-13, 15, 15-20, 20-21, 20-22; January 11-13; February 12-14; April 17.
International studies. September 5; October 1-3, 3-10, 8-10, 15-17, 28-31, 30-31; November 1; November 4-7, 26-29; March 4-13; April 22-24.
Intuition. August 20-22.
Joan Scharf. November 12-14.
Jewish studies. August 16-18.
Journalism. August 5-8; September 16-19.
Kate Chopin. April 1-3.
Labor history. October 15-17.
Language development. October 21-23.
Languages. April 1-3.
Languages and literature. October 8-10; December 27-30.
Law and philosophy. October 22-24.
Leadership. October 2-3.
Learning. August 10-11; October 2.
Learning resources. September 23-25; February 16-19.
Legal issues. October 23; November 15-17; December 6-8; January 22-21; February 14-17.
Literature. September 1-3, 4-6, 10-12, 13-18, 14-17; October 8-10, 20-23; November 1-4.
Listening. March 4-6.
Literature. September 24-26; October 7-10; March 11-13, 25-26.
Literature and science. October 8-10.
Literary theory. September 26.
Logic. January 15-16; March 11-14.
Management. August 21, 24, 28, 31, September 30-October 1; October 12.
Marketing education. October 22-24.
Mathematics. November 12-14.
Mathematics. August 17-23; November 12-15.
Mathematics and computers. August 10-15, 17-21.
Medical education. October 18-20.
Meetings. September 23-25.
Men's studies. April 2-4.
Minorities. September 11-13; October 4-7, 8-10, 11-12, 14; November 6-7, 17-20; March 5-6, 23-27.
Minorities and literature. September 4-6.
Multiculturalism. September 24-26; October 2-5; February 11-14; March 26-27, 31-April 3; April 16-18.
Multidisciplinary studies. November 6-7.
Museums. September 18-12.
Musical. February 12-16.

Nonprofit organizations. October 30-November 1.
Non-traditional education. September 23; November 12-14.
Nursing. October 21-24, 22-23.
Nursing education. October 1-12.
Nutrition and chiropractic. November 14-15.
Off-campus programs. September 25-26; October 19-21.
Personnel. August 21; September 11, 25, 28, 29-30; October 6-8, 9, 15-17, 21, 23, 27-28; November 4-6, 8-11, 10-12; December 4; February 9-11, 14, 14-17; March 16-18; April 27-29.
Phenomenology. August 16-17, 18-19; October 8-10.
Philosophy. August 12-14, 17-22, 17-28, 18-21, 23-30, 24-28, 25-30; September 18-19; October 1-1, 2-4, 6-7, 8-10, 14-17, 16-17, 22-24, 23-25, 24, 29-31; November 5-7, 6-7, 11; December 5, 27-30, 27-January 1; January 14, 15, 24, 26; March 4-6, 12-14, 26-28; April 1-4, 2-5, 22-24.
Philosophy and psychology. April 8-10.
Philosophy of science. October 29-November 1; November 6-8.
Physics. September 28-October 2.
Political science. September 1-6; April 23-24.
Popular culture. October 8-10; November 6-8.
Preservation technology. September 20-27.
Private enterprise. April 4-6.
Psychology. August 14-18; November 6-7.
Publications. September 23-25; April 5-6.
Public policy. October 29-31.
Records. October 18-20.
Religious studies. October 2.
Renascence studies. October 16-17; March 25-27.
Research. August 9-14, 16-21.
Research administration. September 13-16; December 14.
Romance novels. March 26-28.
Rural families. September 23-25.
Science. October 3-6, 8; November 19; February 11; April 8.
Sexual harassment. November 12.
Simulation and gaming. October 16-18; January 17-20.
Slave studies. November 9-22.
Social issues. March 18-19; April 2-4, 22-24.
Social philosophy. September 24-26.

Social sciences. August 8-15; November 3-8.
Social work. October 29-November 1.
Sociology. August 17-18, 20-24; March 17-20.
Software. September 20-23, 30-October 3.
Student aid. October 18-23; November 9-10.
Student personnel. October 15-18, 21-23.
Student-success courses. August 9-12; October 2, 7, 9, 14, 16, 19; November 1-4, 5.
Students. August 7-9; October 23-25; February 12-14, 20; March 11-13, 25-27.
Suburban. March 19-20.
Summer programs. February 28-March 3.
Superconductivity. September 15-17.
Teacher education. October 21-23; November 4-7; January 12-14; February 13-17; April 15-17.
Teaching. August 9-19; October 16-18, 17-18; November 5-7, 9-10, 11-12, 13, 14-15, 20-22; January 16-17, 23-24; February 6-7, 6-9; March 5-8, 13-14; April 16-19; 17-18.
Technical education. March 18-21.
Technology. September 30; October 29-30; November 12-14; January 11-13, 15-17.
Technology and education. March 21-24.
Technology and teacher education. March 17-20.
Telecommunications. September 12-14; January 17-20.
Tennison. October 8-10.
Theater. November 4-8.
Theological education. October 28-31.
Thinking. August 10-13.
Trustees. October 31-November 1; November 16-17.
Utopian studies. November 19-22.
Values. October 29-November 1.
Victorian studies. April 15-17, 16-17.
Vietnam War. November 18-21.
Violence. August 24-25; February 3-6.
Vocational education. September 30-October 2.
Volunteers. October 28-31; November 5-8.
Welding. October 19-21; November 3-6.
Women. August 27-28; September 1-4; November 13-15; January 7-9; March 3-6, 27; April 1-3.
Women's studies. August 24-26.
Writing. October 8-10; November 6-7; December 4-6.
Zora Neale Hurston. January 28-31.

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CHRONOLOGICAL LISTINGS

October 2 - October 15

- 2-5: Multiculturalism.** "Certificate Training Program." Multicultural Institute of International Counseling Center and George Washington University, Washington, DC. Contact: Multicultural Institute, 3000 Connecticut Avenue, N.W., Suite 138, Washington 20008-2540; (202) 483-0700, fax (202) 483-5233.
- 3: Graduate education.** Forum on graduate education, Graduate Records Examination Board and Council of Graduate Schools, Omni Park Central Hotel, New York. Contact: Rodney Yancey, GRG/CSG Forum on Graduate Education, Educational Testing Service, 32-V, Princeton, N.J. 08541-6000; (609) 951-1559.
- 3-8: Science.** Annual conference, Association of Science-Technology Centers, Toronto. Contact: ASCTC, 1025 Vermont Avenue, N.W., Suite 300, Washington 20005.
- 3-10: International studies.** Professional-development seminar for faculty members and administrators, College Consortium for International Studies, Berlin and Potsdam, Germany. Contact: CCIS, 301 Oxford Valley Road, Suite 203B, Yardley, Pa. 19067; (215) 493-4224.
- 4-7: Minorities.** "The Minority Student Today: Recruitment, Retention, and Success," conference, University of South Carolina, San Antonio. Contact: Minority Student Today Conference, University of South Carolina, Division of Continuing Education, Suite 200, 900 Assembly Street, Columbia, S.C. 29208; (803) 777-9444 or (803) 777-2250, fax (803) 777-9357.
- 4-9: Fund raising.** "The Fund Raising School: Principles, Techniques of Fund Raising," Indiana University, Indianapolis. Contact: Center on Philanthropy, Indiana University, Suite 301, 350 West North Street, Indianapolis 46202-3162; (317) 274-7063, fax (317) 684-8900.
- 4-9: Congress.** "Research Workshop on Congressional Documents," Congressional Quarterly Inc., Washington. Contact: Vincent Bryant, (800) 432-2250, ext. 620 or (202) 887-8620, fax (202) 728-1863.
- 5: Congress.** "Nonviolence: Theory and Practice," conference, Elton College, Elton College, N.C. Contact: Chandra Chakrabarti, Campus Box 2336, Elton College, Elton College, N.C. 27244.
- 5: Faculty.** "Developing a Comprehensive Faculty-Evaluation System," workshop, Center for Educational Development and Assessment, Orlando, Fla. Contact: CEDA, P.O. Box 172314, Memphis 38187-2314; (901) 682-9761, fax (901) 362-7608.
- 5-8: Admissions and records.** "Legal Issues in Records and Admissions," conference, American Association of College Registrars and Admissions Officers, Portland Marriott Hotel, Portland, Ore. Contact: Elizabeth Van Brunt, AACRAO, One Dupont Circle, Suite 300, Washington 20036; (202) 293-9161, fax (202) 872-8857.
- 5-7: Fund raising.** "Designing a Planned-Giving Program," seminar, National Planned Giving Institute, Williamsburg Hospitality House, Williamsburg, Va. Contact: wpi, Robert F. Sharpe and Company, 5050 Poplar Avenue, Memphis 38157-1212; (800) 238-1253 or (901) 767-2330, fax (901) 761-4268.
- 6: Congress.** "Research Workshop on Congressional Documents," Congressional Quarterly Inc., Washington. Contact: Vincent Bryant, (800) 432-2250, ext. 620 or (202) 887-8620, fax (202) 728-1863.
- 6: Philosophy.** "Nonviolence: Theory and Practice," conference, Elton College, Elton College, N.C. Contact: Chandra Chakrabarti, Campus Box 2336, Elton College, Elton College, N.C. 27244.
- 6: Personnel.** "Admission-Representative Seminar," at Gallup, Lincoln, Neb. Contact: Cheryl T. Beamer, Vice-President for Higher Education, Gallup, 301 68th Street, Lincoln, Neb. 68510; (800) 288-8592.

7
Yom Kippur

- 7: Student-success courses.** One-day workshop on student-success courses, College Survival Inc., Scottsdale, Ariz. Contact: csi, 2650 Jackson Boulevard, Napoli City, S.D. 57702-3474; (800) 528-8323, fax (605) 343-7553.
- 7-8: Fund raising.** "The Fund Raising School: Fund Raising With Limited Budgets," Indiana University, Phoenix. Contact: Center on Philanthropy, Indiana University, Suite 301, 350 West North Street, Indianapolis 46202-3162; (317) 274-7063, fax (317) 684-8900.
- 7-9: Fund raising.** "Marketing Planned Gifts," seminar, National Planned Giving Institute, Williamsburg Hospitality House, Williamsburg, Va. Contact: wpi, Robert F. Sharpe and Company, 5050 Poplar Avenue, Memphis 38157-1212; (800) 238-1253 or (901) 767-2330, fax (901) 761-4268.
- 7-10: Health.** "Creating Healthy Environments: Internally and Externally," regional conference on wellness, National Wellness Institute, Florida. (Exact location to be determined.) Contact: nwi, 1319 Fremont Street, Stevens Point, Wis. 54481; (715) 346-2172.
- 7-10: International education.** "Knowledge Across Cultures: Universities East and West," conference, Ontario Institute for Studies in Education, Toronto. Contact: Higher Education Group, c/o 252 Bloor Street West, Toronto M5S 1V6; (416) 923-6641, fax (416) 926-4725.
- 7-10: Literature.** Annual meeting, Western Literature Association, Reno. Contact: Joseph M. Flora, Department of English, Greenleaf Hall, University of North Carolina, Campus Box 3520, Chapel Hill, N.C. 27599-3520.
- 8: Congress.** "Congress and the Legislative Process," seminar, Congressional Quarterly Inc., Washington. Contact: Vincent Bryant, (800) 432-2250, ext. 620 or (202) 887-8620, fax (202) 728-1863.
- 8: Solenoid.** "Innovative Technologies for Control of Tick-Borne Diseases," teleconference, National University Teleconference Network. Contact: NUTN, 210 Public Information Building, Stillwater, Okla. 74078-0653; (405) 744-5191, fax (405) 744-6886.
- 8-9: Faculty.** "Evaluating Faculty Performance: The State of the Practice," workshop, Center for Educational Development and Assessment, Orlando, Fla. Contact: CEDA, P.O. Box 172314, Memphis 38187-2314; (901) 682-9761, fax (901) 362-7608.
- 8-9: Interdisciplinary studies.** "The New Age of Exploration: The Next 500 Years," conference, Western Connecticut State University, Danbury, Conn. Contact: Phillip L. 1203-797-4218.
- 8-10: Adult education.** "Exploring Our Horizons," national conference on alternative and external-degree programs for adults, Alliance for an Association for Alternative and External Degree Programs for Adults and American Council on Education, Evanston, Ill. Contact: Kent Warren, Program for Individualized Learning, 201 Westbrook Hill, University of Minnesota, Minneapolis 55455; (612) 424-4030.
- 8-10: Canadian studies.** "The U. S. and Canada Entering a New Age," biennial convention, Midwest Association for Canadian Studies, Springfield, Mo. Contact: Robert D. Beckett, Department of English, Southwest Missouri State University, Springfield, Mo. 65804; (417) 836-5422, e-mail rdb440f@smsu.edu.
- 8-10: English.** Southwest regional conference on English in the two-year college, National Council of Teachers of English, Bossier City, La. Contact: Mike Beard, Bossier Parish Community College, 2719 Airline Drive North, Bossier City, La. 71111.
- 8-10: Humanities.** "Agents of Change: The Jesuits and Encounters of Two Worlds," conference, Loyola University of Chicago and National Endowment for the Humanities, Chicago. Contact: Joseph A. O'Connell, 6225 North Sheridan Road, Crown Center for the Humanities, Chicago 60626; (312) 508-2215 or (312) 508-2221.
- 8-10: International studies.** National conference on third-world studies, University of Nebraska, Omaha. Contact: Anne Ludwig, International Studies and Programs, University of Nebraska, Omaha 68182; (402) 554-2293.
- 8-10: Languages and literature.** Annual meeting, Mountain Interstate Foreign Language Conference, Blacksburg, Va. Contact: J. C. Ullrich, Department of Foreign Languages and Literatures, Virginia Polytechnic Institute and State University, Blacksburg, Va. 24061; (252) 703-231-3361, fax (703) 231-7826.
- 8-10: Libraries.** "Quality Assurance: Bringing Business Practices to Bear on Nonprofit Services Delivery," conference, Office of Management Services of the Association of Research Libraries, Tempe, Ariz. Contact: Annette C. Verna, C. Brigid Welch, (202) 232-8656.
- 8-10: Literature and science.** "Nature and Culture," annual conference, Society for Literature and Science, Atlanta. Contact: Pamela Gossin, History of Science Department, 601 Elm Avenue, Room 622, University of Oklahoma, Norman, Okla. 73019.
- 8-10: Minorities.** "State of Indian America: Prospects for the Future," conference, Cornell University, Ithaca, N.Y. Contact: (607) 255-0421.
- 8-10: Phenomenology.** Meeting, Society for Phenomenology and Existential Philosophy, Boston. Contact: Lenore Langsdorf, Speech Communication Department, Southern Illinois University, Carbondale, Ill. 62901.
- 8-10: Philosophy.** Meeting, Mountain Plains Philosophical Conference, Washington University, Topeka, Kan. Contact: Harold Road, Philosophy Department, Washburn University, Topeka, Kan. 66621.
- 8-10: Popular culture.** Annual conference, Midwest Popular Culture Association and American Culture Association, Indianapolis. Contact: Carl Holmberg, Department of Popular Culture, Bowling Green State University, Bowling Green, Ohio 43403.
- 8-10: Tennesson.** "Tennessee: A Centennial Symposium," Baylor University, Waco, Tex. Contact: Roger L. Brooks, Armstrong Browning Library, Baylor University, Box 97152, Waco, Tex. 76798-7152; (817) 753-3566.
- 8-10: Writing.** "Critical Issues in Basic Writing," conference, Conference on Basic Writing and National Council of Teachers of English, University of Maryland, College Park, Md. Contact: John Garvey, NCTE, 1111 Keeney Road, Urbana, Ill. 61801; (217) 328-3870.
- 8-11: Curriculum.** "Pursuing the Torch: The Curriculum in World Context," annual conference, American Association for the Advancement of Curriculum, Ramada Hotel-Downtown, Atlanta. Contact: AAAC, Box 287, 2075 South University Boulevard, Denver 80210; (409) 880-8508.
- 8-11: Design.** "International Symposium on Design Review: Debating Practices and Issues," University of Cincinnati, Cincinnati. Contact: Wolfgang Preiser or Brenda Lightner, College of Design, Architecture, Art, and Planning, University of Cincinnati, Cincinnati 45221-0016; (513) 556-4943.
- 8: Congress.** "Understanding Congressional Budgeting," seminar, Congressional Quarterly Inc., Washington. Contact: Vincent Bryant, (800) 432-2250, ext. 620 or (202) 887-8620, fax (202) 728-1863.
- 8: Personnel.** "Managing Donations: Staying Current Amid Change," seminar, College and University Personnel Association, Columbus, Ohio. Contact: CUPA, 1233 20th Street, N.W., Suite 503, Washington 20036; (202) 429-0311, ext. 6, fax (202) 429-0149.
- 9: Student-success courses.** One-day workshop on student-success courses, College Survival Inc., Seattle. Contact: csi, 2650 Jackson Boulevard, Rapid City, S.D. 57702-3474; (800) 528-8323, fax (605) 343-7553.
- 9-10: English.** Pacific Northwest regional conference on English in the two-year college, National Council of Teachers of English, Spokane, Wash. Contact: Ed Reynolds, Communication Department, Spokane Falls Community College, Spokane, Wash. 99204.
- 9-10: Humanities and technology.** "Interface '92: Humanities and Technology Conference," Southern College of Technology, Atlanta. Contact: Interface, Department of Humanities and Social Sciences, Southern College of Technology, 1100 South Marietta Parkway, Marietta, Ga. 30066-2896.
- 9-11: Genetics and crime.** "Genetic Factors in Crime: Findings, Uses, and Implications," conference, University of Maryland and National Institutes of Health, University of Maryland, College Park, Md. Contact: Carroll Linkins, Institute for Philosophy and Public Policy, Md. 20742; (301) 405-5615.

August 5, 1992

August 5, 1992

- University of Maryland, College Park. Md. 20742; (301) 405-4753.
- 10-11: Chiropractic.** "Neurobiology of the Spine—Research Aspects and Clinical Applications," symposium, Los Angeles College of Chiropractic, Whittier, Calif. Contact: Rita Pierce, Postgraduate Division, Los Angeles College of Chiropractic, P.O. Box 1166, Whittier, Cal. 90609; (310) 947-7553, ext. 231.
- 10-11: Fund raising.** "The Anatomy of a Planned Gift," national conference, Pittsburgh Hilton and Towers Hotel, Pittsburgh. Contact: Jeffery C. Patton, Department of Geography, University of North Carolina, Greensboro, N.C. 27412; (919) 334-5388.
- 10-11: Fund raising.** "The Fund Raising School: Interpersonal Skills for Fund Raising," Indiana University, Cleveland and Minneapolis. Contact: Center on Philanthropy, Indiana University, Suite 301, 350 West North Street, Indianapolis 46202-3162; (317) 684-8918, fax (317) 684-8900.
- 10-11: Continuing education.** "Discovering New Worlds—Extending Our Horizons," national conference, National Council on Community Services and Continuing Education, Baltimore. Contact: nccse, Pennsylvania Junior College, 1000 College Boulevard, Pennsylvania, Pa. 15204; (904) 484-1000.
- 10-11: Minorities.** "Breaking the Barriers With the Power of Numbers: The Latino Population and Its Political Future," conference, Wayne State University, Detroit. Contact: Jose Cuello, Center for Chicano-Boricua Studies, Wayne State University, Detroit 48202; (313) 511-0350.
- 10-11: Nursing education.** "Pathways to Partnerships: Present and Future," conference, American Academy of Nursing and other sponsors, Hyatt Regency Hotel at Union Station, St. Louis. Contact: AAN, 600 Maryland Avenue, S.W., Suite 100, Washington 20024-3711.
- 10-11: Continuing education.** "Making a Difference: Creative Leadership in the 1990s," annual meeting, Association for Continuing Higher Education, Milwaukee. Contact: Barbara Mulligan, Associate Director, Division of Continuing Education, Marquette University, Milwaukee 53233; (414) 228-7462, fax (414) 228-7370.
- 10-11: Academic advising.** "The Challenge of Change: Empowering Students Through Academic Advising," national conference, National Academic Advising Association, Atlanta. Contact: NACAA Registration, Kansas State University, 2223 Anderson Avenue, Suite 26, Manhattan, Kan. 66502-2912; (913) 532-7171.
- 10-11: Fund raising.** "The Fund Raising School: Principles, Techniques of Fund Raising," Indiana University, Cleveland and Minneapolis. Contact: Center on Philanthropy, Indiana University, Suite 301, 350 West North Street, Indianapolis 46202-3162; (317) 274-7063, fax (317) 684-8900.
- 12 Columbus Day Thanksgiving Day (Canada)**
- 12: Management.** "Managing Change in Troubled Times," workshop, Center for Educational Development and Assessment, Orlando, Fla. Contact: CEDA, P.O. Box 172314, Memphis 38187-2314; (901) 682-9761, fax (901) 362-7608.
- 12-14: Academic Affairs.** "Empowering the Academic Leader," workshop, Center for Educational Development and Assessment, Orlando, Fla. Contact: CEDA, P.O. Box 172314, Memphis 38187-2314; (901) 682-9761, fax (901) 362-7608.
- 12-14: Fund raising.** "Knowing the Essentials," seminar, John Brown Limited, Woodford Inn, Jaffrey, N.H. Contact: jbl, P.O. Box 296, Peterborough, N.H. 03458-0296; (603) 924-3834, fax (603) 924-7998.
- 12-22: International issues.** "Internationalization Forum," East-West Center, Honolulu. Contact: Larry Smith, Forum Coordinator, Institute of Culture and Communications, East-West Center, 1777 East-West Road, Honolulu 96848; (808) 944-7607, fax (808) 944-7670.
- 14 Faculty.** Faculty-development workshops, Massachusetts Faculty Development Center, Bridgewater, Mass. Contact: Susan A. Huffon, MHC, Bridgewater State College, Bridgewater, Mass. 02325; (508) 697-1201; fax (508) 694-1707.
- 14: Minorities.** "Retention 2000: Leadership and Empowerment Strategies for Ethnic Minorities in Higher Education," conference, University of Maryland, College Park, Md. Contact: Keten Education, University of Maryland, 1101 Hornbake Building, College Park, Md. 20742; (301) 405-5615.

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GERALD NOSICH, noted author and scholar on critical thinking, is preparing a book on critical thinking across the curriculum. He has given many workshops on critical thinking across the country.

ALEC FISHER, a leading British authority on critical thinking, has lectured widely on the subject and is developing higher order thinking tests for Cambridge University to be used in British education and beyond.

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Ernest Pascarella, University of Illinois at Chicago
*The Impact of College on Students:
What Do We Know and What Don't We Know*

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David Arendate, Center for Academic Development,
University of Missouri-Kansas City

For additional information, contact:

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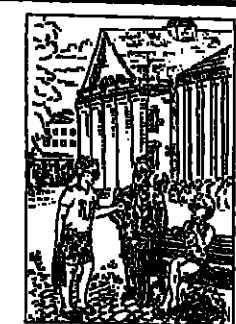
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CHRONOLOGICAL LISTINGS

October 15 - October 21

15-17: Communication. "Change, Di-
versity, and Communication," annual
conference, Florida Communication As-
sociation, Key Biscayne, Fla. Contact:
Becky Mulvaney, Department of Com-
munication, Florida Atlantic University,
Boca Raton, Fla. 33431.

15-17: Communication, language, and
gender. Annual conference, Organiza-
tion for the Study of Communication,
Language, and Gender, New York. Con-
tact: Carol Valentine, Department of
Communication, Arizona State Uni-
versity, Tempe, Ariz. 85287-1205; (602)
967-2817.

15-17: Humanities. "Media and Revo-
lution," conference, University of Ken-
tucky and National Endowment for the
Humanities, Lexington, Ky. Contact:
John D. Stempel, Patterson School of
Diplomacy, University of Kentucky,
Patterson Office Tower, Suite 455, Lex-
ington, Ky. 40506-0077; (606) 257-4666.

15-17: International education. Re-
gional conference, NAFSA: Association
of International Educators, White
Plains, N.Y. Contact: NAFSA, Suite
1000, 1875 Connecticut Avenue, N.W.,
Washington 20009-5728; (202) 462-4811,
fax (202) 667-3419.

15-17: International studies. Annual
conference on European studies, Uni-
versity of Nebraska, Omaha. Contact:
Bernard Kolbas, Conference Coordi-
nator, Department of Political Science,
University of Nebraska, Omaha 68182;
402-554-3617.

15-17: Labor history. "Remaking the
Working Class: Work Force 2000 and
the Labor Movement in Historical Per-
spectives," annual conference on labor
history, Wayne State University, De-
troit. Contact: Elizabeth Fawcett, De-
partment of History, 3094 Faculty Ad-
ministration Building, Wayne State Uni-
versity, Detroit 48202; (313) 577-6986.

15-17: Personnel. "Fundamentals of
Benefits Administration," seminar, Col-
lege and University Personnel Associa-
tion, Palmer House, Chicago. Contact:
CUPA, 1233 20th Street, N.W., Suite 503,
Washington 20036; (202) 429-0311, ext.
6, fax (202) 429-0149.

15-18: American studies. "The New
Abundance: the Agricultural Revolution
and the Shrinking World of the 19th
Century," symposium, Dinsmore Home-
stead Foundation, Burlington, Ky. Con-
tact: DHR, P.O. Box 452, Burlington,
Ky. 41001; (606) 566-6127.

15-18: Communal studies. Annual
meeting, Communal Studies Associa-
tion, Nauvoo, Ill. Contact: Robert P.
Sutton, Department of History, Western
Illinois University, Macomb, Ill. 61455;
(309) 298-1033.

15-18: Family therapy. "Family Ther-
apy: The Next 50 Years," annual confer-
ence, American Association for Mar-
riage and Family Therapy, Fontainebleau
Hilton Resort and Spa, Miami
Beach. Contact: AAMFT, 1100 17th
Street, N.W., 10th floor, Washington
20036; (202) 452-0100.

15-18: Folklore. "Transnational Ar-
ticulations: Critical Perspectives From
Folklore," annual meeting, American
Folklore Society, Jacksonville, Fla.
Contact: Gregory Schrepp, 504 North
Foss Street, Indiana University, Bloom-
ington, Ind. 47403; (812) 855-1027.

15-18: Student personnel. "Common
Sense for Uncommon Times," regional
conference, National Association of
Student Personnel Administrators, Tul-
sa, Okla. Contact: Marcia Dickman, 310
North Murray Hall, Oklahoma State
University, Stillwater, Okla. 74078-
0254; (405) 744-6036.

15-18: Fund raising. "Raising More Mon-
ey by Mail," workshop, Council for Ad-
vancement and Support of Education,
Atlanta. Contact: CASE, Suite 400, 11
Dupont Circle, Washington 20036; (202)
328-3900.

15-18: Student-success courses. One-day
workshop on student-success courses,
College Survival Inc., St. Louis. Con-
tact: csi, 2630 Jackson Boulevard, Rap-
id City, S.D. 57702-3474; (605) 328-8323,
fax (605) 343-7533.

15-17: Admissions. College fair, Na-
tional Association of College Admission
Counselors, Oregon Convention Center,
Portland, Ore. Contact: NACAC, 1631
Prince Street, Alexandria, Va. 22314-
2818; (703) 836-2222, fax (703) 836-8015.

15-17: Computers. Annual meeting,
Eastern Small College Computing Con-
ference, Muhlenberg College, Allen-
town, Pa. Contact: George Benjamin,
Mathematics Department, Muhlenberg

College, Allentown, Pa. 18104; (215)
821-3357.

15-17: Dance. "Dance ReConstruct-
ed," conference for researchers and
writers, Rutgers University, New
Brunswick, N.J. Contact: Department
of Dance, Mason Gross School of the
Arts, Box 270, Douglass Campus, Rut-
gers University, New Brunswick, N.J.
08903-0270; (908) 932-8497.

15-17: Philosophy. Meeting, Central
States Philosophical Association, Uni-
versity of Kansas, Lawrence, Kan. Con-
tact: A. C. Genova, Philosophy Depart-
ment, University of Kansas, Lawrence,
Kan. 66045.

15-17: Philosophy. Meeting, West Vir-
ginia Philosophical Society, University
of Charleston, Charleston, W. Va. Con-
tact: Fred A. Seddon, Philosophy De-
partment, Wheeling Jesuit College,
Wheeling, W. Va. 26003.

15-17: Renaissance studies. "Reason,
Reasoning, and Literature in the Renais-
sance," conference, Newberry Library
and other sponsors, Chicago. Contact:
Newberry Library Center for Renais-
sance Studies, 60 West Walton Street,
Chicago 60610-3380; (312) 943-9900.

15-18: Academic affairs. "The Acad-
emy as Community: Implementing the
Commitment," regional meeting, Na-
tional Association of Academic Affairs

Island College, Providence, R.I. Con-
tact: Peter Holloran, New England His-
torical Association, Pine Manor Col-
lege, 400 Heath Street, Chestnut Hill,
Mass. 02161.

17-18: Teaching. "Critical-Thinking
Teaching Strategies," regional work-
shop, Foundation for Critical Thinking,
Doubletree Hotel, Austin, Tex. Contact:
FCI, 4655 Sonoma Mountain Road, San
Rosa, Cal. 95404; (707) 664-2940.

18. Admissions. College fair, National
Association of College Admission Coun-
sels, St. Louis Community College,
St. Louis. Contact: NACAC, 1631 Prince
Street, Alexandria, Va. 22314-2818;
(703) 836-2222, fax (703) 836-8015.

18-20: Medical education. "Ideas in
Process: the Role of the Behavioral Sci-
ences in Medical Education," annual
meeting, Association of Behavioral Sci-
ences in Medical Education, Smugglers
Notch, Vt. Contact: Lee Badger, (303)
348-1323.

18-20: Records. "SPEED/EXPRESS
Format for Transmitting and Receiving
Student Transcripts Electronically,"
workshop, American Association of
College Registrars and Admissions
Officers, Tremont Plaza Hotel, Balti-
more. Contact: Julia Foster, University
of Maryland, System Administration,
3300 Metzger Road, Adelphi, Md.
20783; (301) 853-3692, fax (301) 853-
4761.

18-21: Engineering. Annual tribology
conference, Society of Tribologists and
Lubrication Engineers and American
Society of Mechanical Engineers, San
Diego Hilton Hotel, San Diego. Con-
tact: ATLE, 840 Busse Highway, Park Ridge,
Ill. 60068-2376; (708) 825-5336, fax (708)
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Developing University/Business Partnerships for Restructuring Teacher Education: Quality Issues

October 21-23, 1992
Chicago, Illinois

For further information contact
Dr. Shirley Neal, 312/794-6651



For more information, please call or write: Susan Groesman, Institute
for Substance Abuse Studies, Blue Ridge Hospital, Box 16,
Charlottesville, Va. 22901, (804) 824-5278, FAX: (804) 882-3871.



Attend the A.P.P.L.E. CONFERENCE! (Athletic Prevention Programming and Leadership Education)

January 28-31, 1993 - University of Virginia

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Housing, meals, and materials funded by a grant from the NCAA
Committee on Competitive Safeguards and Medical Aspects of Sports.

19-21: Off-campus programs. "Bridg-
ing the Distance," annual conference on
quality in off-campus credit programs,
Kansas State University, San Antonio.
Contact: Diane Matteson, National As-
sociation of College Administrators,
Continuing Education, 261 College
Court Building, Kansas State Uni-
versity, Manhattan, Kan. 66506-6006; (800)
432-8222 or (913) 532-5575, fax (913) 532-
5637.

Twelfth National Conference on Alternative and External Degree Programs for Adults

October 8-10, 1992

Omni Orrington Hotel
Evanston, Illinois



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- Learning from Advising, Learning from Students
- Considering the Institution—Place and Policy

Featured Speakers: David O. Justice, Dean, School for New Learning, DePaul University

Faith Smith, President, NAES College

David W. Stewart, Director of Program Development, The Center for Adult Learning and Educational Credentials, ACE

Pamela Tate, President, Council for Adult and Experiential Learning (CAEL)

Cost: \$290 (\$250 for Alliance members). The fee includes a buffet reception, two continental breakfast buffets, one lunch buffet, refreshment breaks, program materials, and conference proceedings.

For registration form and additional information contact:

Maureen Lancaster
Metropolitan State College
P.O. Box 173062
Denver, Colorado 80217-8342
(303) 556-8342

THE 1992 CAEL INTERNATIONAL CONFERENCE



KEYNOTE SPEAKERS

Dr. Crystal A. Kuykendall
Dr. Kuykendall, president and general counsel of Creative and Innovative Resources for Kids, will speak about the critical importance of adult learning for a diverse population.

Dr. Stephen D. Brookfield
Dr. Brookfield, distinguished professor and award-winning author of many books and articles, will address how the experience of learning reframes the practice of adult education.

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- Collaborative ventures between higher education, business, industry, labor and government
- Adult education research initiatives
- Practitioner research
- Experimental learning theory
- Nontraditional graduate education programs
- Strategies for addressing workforce needs for the year 2000
- Public policy approaches to empowerment of the workforce

November 12-14, 1992
The Grovesman Resort
West Disney World Village
Orlando, Florida

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November 11th and the morning of November 12th
• Quality in Prior Learning Assessment Programs
• The Experiential Educator as Researcher

REGISTER BY OCTOBER 8, 1992 AND SAVE!

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Council for Adult and
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Further information and registration materials:
Amy Foust, CAEL National Headquarters
223 West Jackson Boulevard, Suite 510
Chicago, Illinois 60606
Telephone: (312) 522-5909 FAX: (312) 922-1769

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Registration & Brochure: Donna Smith, 1101 N. Highland St., Arlington, VA 22201-2894
703/527-4800 FAX: 703/527-4804

CHRONOLOGICAL LISTINGS

November 1 - November 6

1-3: International education. Regional conference, NAESA: Association of International Educators, Greensboro, N.C. Contact: NAESA, Suite 1000, 1875 Connecticut Avenue, N.W., Washington 20009-5728; (202) 462-4811, fax (202) 667-3419.

2-4: Libraries. "Gateway to Strategic Leadership," annual conference, Pennsylvania Library Association, Pittsburgh Hilton and Towers Hotel, Pittsburgh. Contact: PLA, 3107 North Front Street, Harrisburg, Pa. 17110; (800) 622-3308 or (717) 233-3113.

2-4: Student success courses. Annual conference on student success courses, College Survival Inc., McCormick Center, Chicago. Contact: csi, 2650 Jackson Boulevard, Rapid City, S.D. 57702; 3474; (800) 528-8323, fax (605) 343-7553.

2-3: Faculty. "Evaluating College Faculty," seminar, Kansas State University, Raleigh, N.C. Contact: Center for Faculty Evaluation and Development, Kansas State University, 1615 Anderson Avenue, Manhattan, Kan. 66502-1604; (800) 255-2757 or (913) 532-5970, fax (913) 532-5637.

4-7: Experiential education. "Powerful Partnerships: Linking Education, Work, and Communities Through Experiential Education," national conference, National Society for Internships and Experiential Education, Newport, R.I. Contact: Annette Wolford, NSEEE, 3509 Newworth Drive, Suite 207, Raleigh, N.C. 27609; (919) 787-3263.

4-7: Humanities. "1992: Show and the Last Hundred Years," research conference, National Endowment for the Humanities and Virginia Polytechnic Institute and State University, Blacksburg, Va. Contact: Bernard F. Dukore, Center for Programs in the Humanities, Virginia Polytechnic Institute and State University, Blacksburg, Va. 24061-0141; (703) 231-5921.

4-7: International studies. Annual meeting, Southern Conference on British Studies, Atlanta. Contact: Denis

Contact: Center for Faculty Evaluation and Development, Kansas State University, 1615 Anderson Avenue, Manhattan, Kan. 66502-1604; (800) 255-2757 or (913) 532-5970, fax (913) 532-5637.

6-8: Institutional advancement. "International Communications," workshop, Council for Advancement and Support of Education, Chicago. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

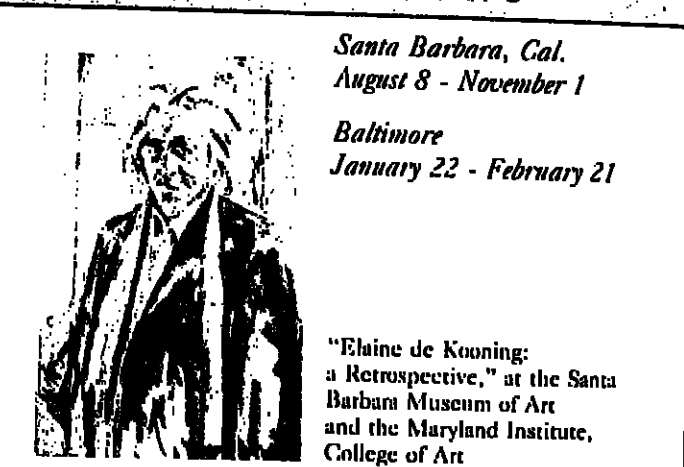
6-7: Health. "Changing Paradigms in Wellness," regional conference on wellness, National Wellness Institute, St. Louis. Contact: NWI, 1319 Fremont Street, Stevens Point, Wis. 54481; (715) 346-2172.

6-7: Philosophy. "Controversies Surrounding Thomistic Ethics," conference, American Maritain Association, Kansas City, Mo. Contact: Deal W. Hudson, Philosophy Department, Fordham University, Bronx, N.Y. 10458.

6-7: Philosophy. Meeting, Southwestern Philosophical Society, University of Missouri, Columbia, Mo. Contact: Russ Jacobs, Philosophy Department, Western University, Toledo, Kan. 66621.

6-7: Teaching. "Instruction Across the Disciplines," conference, State University of New York College at New Paltz,

DIVERSIONS



Santa Barbara, Cal.
August 8 - November 1

Baltimore
January 22 - February 21

"Elaine de Kooning:
a Retrospective," at the Santa Barbara Museum of Art
and the Maryland Institute,
College of Art

Paz, Department of History, Clemson University, Clemson, S.C. 29634-1507.

4-7: Teacher education. "Defining Education in the New South," annual conference, Southeast Regional Association of Teacher Educators, Coliseum Ruusda Inn, Jackson, Miss. Contact: Frances Denton, (601) 846-4390.

4-8: American studies. "Exploration/Exploitation: the Americas," annual meeting, American Studies Association, Costa Mesa, Cal. Contact: ASA, 2140 California Hall, University of Maryland, College Park, Md. 20742; (301) 405-1164.

4-8: Theater. Annual convention, Southwest Theatre Association, Arlington Hilton Hotel, Arlington, Tex. Contact: Andrew C. Gaupp, Theatre Arts, P.O. Box 19103, University of Texas, Arlington, Tex. 76019-0103; (817) 273-3141.

6: Animals and research. "Husbandry and Use of Agricultural Animals in Research," seminar, Scientists Center for Animal Welfare, Anaheim Convention Center, Anaheim, Cal. Contact: scaw, 4805 St. Elmo Avenue, Bethesda, Md. 20814; (301) 654-6390, fax (301) 907-3993.

1992	<i>November</i>							1992
S	M	T	W	T	F	S		
1	2	3	4	5	6	7		
8	9	10	11	12	13	14		
15	16	17	18	19	20	21		
22	23	24	25	26	27	28		
29	30							

8: Congress. "Election 1992," seminar, Congressional Quarterly Inc., Holiday Inn at Metro Center, Washington. Contact: Vincent Bryant, (800) 432-2250, ext. 620 or (202) 887-8620, fax (202) 728-1863.

8: Student success courses. One-day workshop on student success courses, College Survival Inc., Chicago. Contact: csi, 2650 Jackson Boulevard, Rapid City, S.D. 57702-3474; (800) 528-8323, fax (605) 343-7553.

8-8: Administration. "Administering the Academic Department," seminar, Kansas State University, Raleigh, N.C.

association of international educators

1992 REGIONAL CONFERENCES

NAESA's regional conferences offer sessions, workshops, and professional development opportunities to NAESA's newcomers, students, and all others interested in international educational exchange.

REGION	LOCATION	DATE	CONF. CHAIR
I	Bend, Oregon	Oct. 20-22	Lea Parolan, 266-676-3834
II	Park City, Utah	Oct. 29-31	Eric Keeling, 406-243-2226
III	Oklahoma City, Okla.	Oct. 14-16	Joe Dordick, 713-537-6295
IV	Ames, Iowa	Oct. 25-28	Barbara Hanson, 612-494-3586
V	East Lansing, Mich.	Oct. 28-30	Larry Bell, 414-229-6094
VI	Lafayette, Ind.	Oct. 31 Nov. 3	Dorothy Price, 419-537-3807
VII	Greensboro, N.C.	Nov. 1-3	Elizabeth Crown, 919-515-2964
VIII	Norfolk, Va.	Nov. 19-21	Timothy Thompson, 412-624-7129
X	White Plains, N.Y.	Oct. 16-18	Nancy Kay, 212-966-6111
XI	Newport, R.I.	Nov. 11-13	Steve Seiberg, 617-342-9045
XII	Las Vegas, Nev.	Oct. 28-30	Kathy Hedges, 619-534-3760

Travel grants for paid professionals or volunteers attending their first regional conference are available. Contact Pam Landend at NAESA, 202.462.4811.



SCIENCE Seminar Series

"Innovative Technologies for Control of Tick-Borne Diseases"
October 8, 1992

"Time-Resolved, Laser-Induced Refractive Index
Changes in Rare-Earth-Doped Glasses:
From Femtoseconds to Months"
November 19, 1992

"Fractal Dimensions in Chaos Science"
February 11, 1993

"Issues Confronting Marine Science Ecology"
April 8, 1993

For More Information, Contact:

National University Teleconference Network,
210 Public Information Building, Stillwater, OK 74078-0853
Phone 405/744-5191; FAX 405/744-6886 (NUTN)

UK University of Kentucky Announces

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Learn about one of the most significant challenges facing colleges and universities in recruiting and retaining high caliber faculty and administrators.

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November 6-7, 1992

If you are an academic administrator or continuing educator sponsoring international programs for your institution, this conference is for you! Or if you are interested in learning how to start an international program, come learn how to begin.

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AMERICAN COUNCIL ON
EDUCATION
One Dupont Circle
Washington, DC 20036
(202) 959-9420

ETS CONFERENCE ON EDUCATION AND ASSESSMENT
The Plaza, New York City
October 31, 1992

WHAT WE CAN LEARN FROM PERFORMANCE ASSESSMENT FOR THE PROFESSIONS

Morning Session

INNOVATIONS IN PERFORMANCE ASSESSMENT I

• Assessing Lawyering Skills Through Task-Centered Bar Examinations

Jane Peterson Smith, Director of Testing, National Conference of Bar Examiners

• Simulated Patients as Evaluators in National Medical Exams

Robert L. Valle, President Emeritus, National Board of Medical Examiners

• Computer-Based Work Samples for Architectural Licensing

Jeffrey R. Kenney, Director of Examinations Development, National Council of Architectural Registration Boards

INNOVATIONS IN PERFORMANCE ASSESSMENT II

• Classroom Observations for Licensing Beginning Teachers

Carol Dwyer, Senior Development Leader, Educational Testing Service

• The Uses of Portfolios and Structured Interviews for National Certification of Accomplished Teachers

Joan Snowden, Vice President, National Board for Professional Teaching Standards

• Assessment Centers for Selection and Development of School Principals

Richard A. Flanary, Administrator of Training, National Association of Secondary School Principals

Afternoon Session

THE CHALLENGES TO PERFORMANCE ASSESSMENT

• Making Innovative Assessments Valid and Fair

Lloyd Bond, Professor, Department of Research Methodology, University of North Carolina at Greensboro

• The Opportunities of a Changing Technology for Performance Assessment

J. Olin Campbell, Associate Director, Corporate Learning Institute, Peabody College, Vanderbilt University

• The Implications of Performance Assessment in the Professions for Continuing Professional Development

Robert A. Leavay, Chairman, Curricula and Certification Council, American Production and Inventory Control Society

WHAT THE SCHOOLS CAN LEARN FROM PERFORMANCE ASSESSMENT FOR THE PROFESSIONS

Thomas W. Payzant, Superintendent, San Diego Unified School District

For more information, contact:
Margaret Limb, 30-B
Educational Testing Service
Princeton, New Jersey 08541
(609) 734-1124 or 5669

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Two week-end retreats for faculty to share proven, innovative pedagogies and thoughtful insights about teaching. Papers, workshops, and seminars are invited that provide a forum for faculty to discuss any area affecting teaching and learning in or out of the classroom.

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College Teaching
November 20-22, 1992
Miami University • Oxford, Ohio

Keynote Speaker: Alexander Astin

Featured Speakers: Tom Angelo, Peter Beldler, Jim Elson, Beverly Firestone, Linc. Fisch, Peter Frederick, Tony Grasha, Lee Humphreys, Mary Kay Kramp, Joe Lowman, Barbara Miller, Scott Morrow, Craig Nelson, Howard Pollio, Laurie Richlin, Michael Salerni, Mary Ann Shea, Ted Wiggens, Bill Welly, Alan Wright

PROPOSAL DEADLINE: OCTOBER 7
REGISTRATION DEADLINE: OCTOBER 19
&

The 5th Annual
Lilly Conference on
College Teaching - West
March 5-8, 1993 • Lake Arrowhead, California

PROPOSAL DEADLINE: DECEMBER 11
REGISTRATION DEADLINE: JANUARY 8

For the Call for Papers &
Registration Information, call or write:

Milton D. Cox, Director
Lilly Conference on College Teaching
Miami University, Oxford, OH 45056
(513) 529-6722

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Keynote: Futurist David Zach
Sandy Welch, PBS executive vice president for education, and
Dr. Robert Pepper, chief of the Office of plans and policy for the FCC
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THE ROCKEFELLER FOUNDATION African Dissertation Internship Awards

Doctoral students from sub-Saharan Africa are invited to apply to
The Rockefeller Foundation for dissertation research support. The
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Applicants are responsible for arranging affiliation with an African
institution able to provide needed research support, such as labora-
tory facilities, access to study sites, and technical advice. The
candidate's faculty advisor, the host institution in Africa, and the
agency with primary responsibility for financing the student's gradu-
ate work must all send letters of endorsement.

Deadlines for applications are October 1, 1992 and March 1, 1993.
Candidates should apply well in advance of the expected field work
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For a full description of the competition and the application
requirements, write to: African Dissertation Internship Awards,
The Rockefeller Foundation, 1133 Avenue of the Americas,
New York, N.Y. 10036

American Association for the Advancement of Core Curriculum
PASSING THE TORCH
The Core Curriculum in World Context
Atlanta, Georgia • Ramada Hotel Downtown
October 8-11, 1992
Call 409 880-8508

Core Curriculum and the New Democracies ■ State Boards and Efforts to
"Internationalize" ■ The Role of the Community Colleges in Curricular
Reform ■ General Education and Assessment of Core Programs ■ The
Mission of American Education in the 21st Century ■ Baltic Studies, Native
American Studies, Distance Learning ■ Teaching as Scholarship

Fourth Annual Southwest Seminar for Great Teaching
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October 16-18, 1992

A participant-centered seminar for college teachers with a format that
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participants.

Information: Faculty Development Office, El Paso Community College,
P.O. Box 20500, El Paso, Texas 79998, (915) 594-2653.

CHRONOLOGICAL LISTINGS

November 6-November 14

6-7: Philosophy. Meeting, Illinois
Philosophical Association, Western Illinois
University, Macomb, Ill. Contact:
William Tolhurst, Philosophy Department,
University of Notre Dame, Notre Dame,
Ind. 46556.

6-7: Philosophy. Meeting, Northwest
Conference on Philosophy, Boise, Idaho.
Contact: Andrew Schoedinger, Philo-
sophy Department, Boise State Uni-
versity, Boise, Idaho 83725.

6-7: Psychology. Annual meeting, New
England Psychological Association,
Fairfield University, Fairfield, Conn.
Contact: Joan C. Christensen, Department
of Psychology, Connecticut College,
New London, Conn. 06320; (203) 439-
2336.

6-7: Writing. "Ten Years of Writing
and Thinking," conference, Bard Col-
lege, Annandale-on-Hudson, N.Y. Con-
tact: Judi Smith, Institute for Writing
and Thinking, Bard College, Annandale-
on-Hudson, N.Y. 12504; (914) 758-7484.

6-8: American studies. "Masterworks
of Urban Furniture: But Not Where You
Think," forum, Historic Deerfield,
Deerfield, Mass. Contact: Fall Forums,
Historic Deerfield, Box 321, Deerfield,
Mass. 01342; (413) 774-5581.

6-8: Philosophy of science. "Science,
Reason, and Rhetoric," conference,
University of Pittsburgh, Pittsburgh.
Contact: Center for Philosophy of Sci-
ence, 817 Cathedral of Learning, Uni-
versity of Pittsburgh, Pittsburgh 15260.

6-8: Popular culture. Meeting, North
East Popular Culture/American Culture
Association, Pine Manor College,
Chestnut Hill, Mass. Contact: Peter C.
Holloran, American Studies Program,
Pine Manor College, 400 Housh Street,
Chestnut Hill, Mass. 02167; (617) 731-
7000.

7: Academic affairs. Workshop for new
academic deans, Council of Independent
Colleges, St. Petersburg Beach, Fla.
Contact: Mary Ann Rehke, c.i.c., One
Dupont Circle, Suite 320, Washington
20036; (202) 466-7230.

7-10: Academic affairs. "The Creative
Campus: Envisioning New Realities,"
annual deans institute, Council of Inde-
pendent Colleges, St. Petersburg Beach,
Fla. Contact: Mary Ann Rehke, c.i.c.,
One Dupont Circle, Suite 320, Wash-
ington 20036; (202) 466-7230.

8-10: Higher education. Annual meet-
ing, National Association of State Uni-
versities and Land-Grant Colleges, Hyatt
Regency Hotel, New Orleans. Con-
tact: NASULOG, Suite 710, One Dupont
Circle, Washington 20036; (202) 778-
0818.

8-11: Computers and medical care.
"Computer Applications in Medical
Care," symposium, American Medical
Informatics Association, Baltimore.
Contact: AMIA, Suite 302, 4915 St. Elmo
Avenue, Bethesda, Md. 20814.

8-11: Humanities. "Crises and Creativ-
ity in the Sephardic World, 1391-1648,"
conference, Jewish Theological Sem-
inary of America, Columbia University,
Jewish Museum, and National Endow-
ment for the Humanities, New York.

8-11: Personnel. "Declarations for
Human-Resource Leaders," annual
convention, College and University
Personnel Association, Wyndham Franklin
Plaza Hotel, Philadelphia. Contact:
CUA, Suite 503, 1335 20th Street, N.W.,
Washington 20036; (202) 429-0311, ext.
6, fax (202) 429-0149.

8-11: Engineering. Meeting and expo-
sition, American Society of Mechanical
Engineers, Anaheim Hilton and Towers
Hotel, Anaheim, Cal. Contact: ASME,
345 East 47th Street, New York 10017;
(212) 705-7795, fax (212) 705-7856.

8-10: Business and higher education.
"Doing Business With Business: Effec-
tive Business and Higher Education
Partnerships," seminar, College Board,
Georgetown Hotel, Washington. Con-
tact: Elena K. Morris, Conference Di-
rector, Office of Adult Learning Ser-
vices, College Board, 45 Columbus Ave-
nue, New York 10023; (212) 713-8101.

8-10: Student aid. "Professional
Growth Through Development," fall
conference, Delaware Institute of
Technology, Rochester, N.Y. Con-
tact: Timothy H. Engstrom, Philosophy
Department, Rochester Institute of
Technology, Rochester, N.Y. 14623-
0887.

11-12: Teaching. "Improving College
Teaching," seminar, Kansas State Uni-
versity, Raleigh, N.C. Contact: Center

for Faculty Evaluation and Develop-
ment, Kansas State University, 1615
Anderson Avenue, Manhattan, Kan.
66502-1604; (800) 255-2757 or (913) 532-
5970, fax (913) 532-5637.

9-11: Fund raising. "Securing Major
Gifts Using Gift-Planning Techniques,"
seminar, National Planned Giving Insti-
tute, Williamsburg Hospitality House,
Williamsburg, Va. Contact: Neal, Rob-
ert F. Sharpe and Company, 5050 Poplar
Avenue, Memphis 38157-1212; (800)
238-3253 or (901) 767-2330, fax (901) 761-
4268.

9-11: Humanities. "Continuities and
Transformations in Culture, 1450-1500:
Assessing the Legacy of Antoine Bus-
son," conference, University of Notre
Dame and National Endowment for the
Humanities, Notre Dame, Ind. Contact:
Paula Higgins, Department of Music,
University of Notre Dame, Notre Dame,
Ind. 46556; (317) 577-5423.

9-12: Computers. Conference on soft-
ware maintenance, Association for
Computing Machinery and other spon-
sors, Orlando, Fla. Contact: Vaelav Raj-
lich, Wayne State University, Depart-
ment of Computer Science, Detroit
48202; (313) 577-5423, e-mail
vrb@cs.wayne.edu.

9-13: Computers. "Synergy '92," na-
tional computer conference, Weingarten

Center for Faculty Evaluation and
Development, Kansas State University,
1615 Anderson Avenue, Manhattan,
Kan. 66502-1604; (800) 255-2757 or (913)
532-5970, fax (913) 532-5637.

11-13: Administration. "Chairing the
Academic Department: a Workshop for
Deans and Division and Department
Chairpersons," American Council on
Education, Clarion Harvest House,
Boulder, Colo. Contact: Department
Leadership Program, a.c.e., One Dupont
Circle, Suite 873, Washington 20036;
(202) 939-9415.

11-13: Developmental education. "On
Research in Developmental Education:
Integrating Research and Practice," na-
tional conference, National Center for
Developmental Education, Omni Inter-
national Hotel, Charlotte, N.C. Con-
tact: NCE, Reich College of Education,
Appalachian State University, Boone,
N.C. 28608; (704) 263-3057.

11-13: Fund raising. "Knowing the Es-
sentials," seminar, John Brown Limi-
ted, Harvard Club, New York. Contact:
J.B.L., P.O. Box 296, Peterborough, N.H.
03458-0296; (603) 924-3834, fax (603)
924-7098.

11-13: Fund raising. "Taxes and Giv-
ing," seminar, National Planned Giving
Institute, Williamsburg Hospitality
House, Williamsburg, Va. Contact:
Neal, Robert F. Sharpe and Company,
5050 Poplar Avenue, Memphis 38157-
1212; (800) 238-3253 or (901) 767-2330,
fax (901) 761-4268.

11-13: International education. Re-
gional conference, NAFSA: Association
of International Educators, Newport,
R.I. Contact: NAFSA, Suite 1000, 1875
Connecticut Avenue, N.W., Washing-

DIVERSIONS



Chicago
October 10 - January 3

"The Ancient Americas: Art
From Sacred Landscapes,"
at the Art Institute
of Chicago

Publications Inc., Anaheim, Cal. Con-
tact: Sandy Mack, Weingarten Publi-
cations, 38 Chaucery Street, Boston 02111-
2303; (617) 542-0146.

9-13: International issues. "Human
Development in Africa," international
symposium, William Paterson College
and other sponsors, Rata, Morocco.
Contact: Ronald G. Harris, Director,
Ralph Bunche Institute of International
Studies, William Paterson College, 300
Pompton Road, Wayne, N.J. 07470;
(201) 395-3042, fax (201) 395-2418.

10-14: Admissions. College fair, Na-
tional Association of College Admission
Counselors, Festival Hall, Baltimore.
Contact: NACAC, 1631 Prince Street, Al-
exandria, Va. 22314-2818; (703) 836-
2222, fax (703) 836-8015.

10-14: Personnel. "Admission-Rep-
resentative Seminar," at Gallup, Lin-
coln, Neb. Contact: Cheryl T. Beamer,
Vice-President for Higher Education,
at Gallup, 301 68th Street, Lincoln,
Neb. 68510; (800) 288-8592.

10-13: Fund raising. "The Fund Rais-
ing School: Leadership Development for
Fund Raising," Indiana University, In-
dianapolis. Contact: Center on Philan-
thropy, Indiana University, Suite 301,
550 West North Street, Indianapolis
46202-1162; (317) 274-7063, fax (317)
684-8900.

11
Veterans Day

11: Philosophy. "A Contemporary
Sublime: the Philosophy and Art of Ex-
tremity: Representing the Unrepresent-
able," conference, Rochester Institute
of Technology, Rochester, N.Y. Con-
tact: Timothy H. Engstrom, Philosophy
Department, Rochester Institute of
Technology, Rochester, N.Y. 14623-
0887.

11-12: Teaching. "Teaching Thinking
and Problem Solving," seminar, Kansas
State University, Raleigh, N.C. Con-

ton 20009-7228; (202) 462-4811, fax (202)
667-3419.

11-14: Developmental education. Na-
tional conference on research in devel-
opmental education, Appalachian State
University, Omni Charlotte Hotel,
Charlotte, N.C. Contact: National Center
for Developmental Education, Appa-
lachian State University, Boone, N.C.
28608; (704) 263-3057.

11-14: Higher education. Annual meet-
ing, Council of Colleges of Arts and Sci-
ences, Hyatt Regency at Tampa City
Center Hotel, Tampa, Fla. Contact:
Richard J. Hopkins, Executive Director,
CCAS, Ohio State University, 186 Uni-
versity Hall, 230 North Oval Mall, Co-
lumbus, Ohio 43210-1319; (614) 292-
1882.

12: Assessment and teaching. "A Day
at Alverno College: a Seminar on Teach-
ing and Assessing Student Abilities,"
Alverno College, Milwaukee. Contact:
Alverno Institute, Alverno College,
3401 South 39th Street, P.O. Box
343922, Milwaukee 53234-3922; (414)
382-6087.

12: Sexual harassment. "Confronting
Sexual Harassment on Campus," tele-
conference, National Association of
Student Personnel Administrators. Con-
tact: National University Teleconfer-
ence Network, 210 Public Information
Building, Oklahoma State University,
Stillwater, Okla. 74078-0653; (405) 744-
5191.

12-13: Assessment and teaching. "Teaching and Assessing Nursing Stu-
dent Abilities," seminar, Alverno Col-
lege, Milwaukee. Contact: Alverno In-
stitute, Alverno College, 3401 South
39th Street, P.O. Box 343922, Mil-
waukee 53234-3922; (414) 382-6087.

12-13: Computers. "Network and Op-
erating Systems: Support for Digital
Audio and Video," international work-
shop, Association for Computing Machi-
nery and other sponsors, La Jolla,
Cal. Contact: Venkat Rangan, Universi-
ty of California at San Diego, Mail Code

August 5, 1992

August 5, 1992

October 4 - 7, 1992
San Antonio, Texas



Designed to discuss, explore,
and devise strategies in a na-
tional forum, The Minority Stu-
dent Today over the past five
years has promoted an under-
standing of the nature of funda-
mental reforms and institutional
changes needed in American
higher education to eliminate
structural barriers and to pro-
mote multicultural and balanced academic programs.

If this nation is to truly address the educational needs of its burgeoning
minority population, sustained efforts must be made to improve the
overall college participation rate for minorities... Tenth Annual
Status Report, Minorities in Higher Education, Office of Minority
Affairs, American Council on Education.

If you and your colleagues are committed to reversing current
trends and advancing the cause of minority participation in
higher education then you are urged to attend this important
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Registration information now available!
Write or Call:
The Minority Student Today Conference
University of South Carolina Division of Continuing Education
900 Assembly Street, Suite 200 - Columbia, S.C. 29208
(803) 777-8444 or (803) 777-2260
FAX (803) 777-2683

美中学术交流委员会 SCHOLARLY EXCHANGE WITH CHINA

The Committee on Scholarly Communication with the People's
Republic of China (CSCPRC) announces scholarly exchange
programs with the People's Republic of China for the 1993-94
academic year.

The Graduate and Research Programs offer opportunities to
graduate students and scholars in social sciences and humanities to
conduct long-term research in China. Application deadline is
October 10, 1992.

Chinese Fellowships for Scholarly Development invite
nomination for Chinese scholars in social sciences or humanities
with a graduate degree from a Chinese institution to conduct
research at an American university for one semester.
Nominations must be made by American scholars. Application
deadline is November 14, 1992.

The China Conference Travel Grants Program supports scholars
in social sciences and humanities to present recent research results
on an aspect of China at conferences in the PRC.

For applications to all programs, write
CSCPRC, National Academy of Sciences
2101 Constitution Avenue, Washington, DC 20418
(202) 334-2718

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October 27 - 30, 1992

experience of a lifetime...

The Freshman Year Experience Conferences

Focus on the Small College

Philadelphia, PA October 25 - 27, 1992

Annual Meeting

Columbia, SC February 19 - 23, 1993

A National Forum on the Undecided New Student

Columbia, SC February 20, 1993

Focus on Diversity

Charleston, SC May 27 - 29, 1993

(during Spoleto, an international cultural arts event)

Freshman Experience Resource Seminars

and Freshman Seminar Instructor Training

Resource Seminars will focus on effective freshman
programming. Instructor Training workshops will pre-
pare participants to teach freshman seminar courses.

Highland Heights, KY (Cincinnati area) October 2, 3, 1992

Indianapolis, IN October 23, 1992

Hayward, CA (San Francisco area) November 14, 15, 1992

Raleigh, NC December 3, 4, 1992

Irvine, CA January 22, 23, 1993

Tampa, FL January 29, 30, 1993

Chicago, IL April 23, 24, 1993

For more information contact the office of the Conferences on The Freshman
Year Experience, University of South Carolina, 1728 College Street, Colum-
bia, SC 29208 or call (803) 777-6029/3799.

THE SENIOR YEAR EXPERIENCE

Washington, D.C.
March 11 - 13, 1993

This conference will encourage a
partnership of faculty and administrators in addressing the
transition that students undertake when moving from college
to the post-college situations of work, marriage, parenthood,
and public service.

For more information contact the office of The Senior Year Experience,
University of South Carolina, 1728 College Street, Columbia, SC
29208; (803) 777-9393/6029.

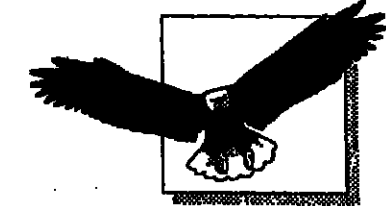
Leadership and the Liberal Arts

Designed with the reflective practitioner in mind, this inaugu-
ral conference will establish a forum for the exchange of ideas
on the nature of leadership and the teaching of leadership in
the liberal arts context.

Sponsored by
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W.K. Kellogg Foundation

Co-hosted by
University of South Carolina

Marietta, Ohio
April 16 - 19, 1993
For more information,
contact the office of
University 101, University
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1728 College Street,
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or call (803) 777-6029.



Eighth National Higher Education Conference on Black Student Retention

November 17-20, 1992
Hyatt Regency Houston
Houston, Texas

"The Black Male Crisis: Programs of Action"

SPEAKERS AND PANELISTS:

Mr. Thomas W. Dortch, Jr.
100 Black Men of Atlanta

Dr. Robert L. Green
Cuyahoga Community College

Honorable Frank Hawkins, Jr.
City of Las Vegas

Dr. Spencer H. Holland
Morgan State University

Dr. David P. James
The Mentoring Association

Dr. A. Lee Johnson
Strategic Learning Systems

Dr. Lindsay "Cal" Johnson
Kings River Community College

Mr. Thomas Mitchell
Florida A&M University

Dr. Quincy L. Moore
Virginia Commonwealth University

Dr. Earl Nelson
Michigan Department of Education

Mr. Silas Purnell
A. S. McKinley Educational Services

Dr. Margaret B. Spencer
Emory University

John Thomas, Jr., M.D.
Ms. Johnlene Thomas
Meharry Medical College

Mr. Glue Wilkins
National Alliance of African American Athletes

REGISTRATION INFORMATION:

Dr. Clinton A. Ford, Director
Student Retention Conference
P.O. Box 101221
Tallahassee, FL 32302-2121
1-800-USA-GRAD (872-4723)
FAX (904) 599-3913



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An eight-page, monthly (August-April) publication featuring teaching tips, techniques and super ideas for part-time and full-time faculty and teaching assistants.



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1st National Conference on Research in Developmental Education
Integrating Research with Practice
Setting an Agenda for the Future
November 1992
OMNI Center
Champaign, IL
For more information:
Conference Registrar
National Center for Developmental Education
Appalachian State University, Boone, NC 28608
Call: (704) 262-3057



ACADEMIC AFFAIRS ADMINISTRATORS 1965-1993

ACPA Commission XIV (ACAFAAD) is a national professional organization of people concerned with and responsible for the development, administration, and implementation of academic policies, programs, and services at institutions of higher education.

In addition to the programs presented at the ACPA Convention in Kansas City, March 28-31, 1993, there will be two regional conferences in Fall 1992 as well as our Management Development Seminar for Assistant/Associate Academic Deans.

Williams Midwest-Central Region

Date: October 16-18, 1992
Place: Ann Arbor, Michigan, University of Michigan campus
Theme: The Academy as Community: Implementing the Commitment
Contact: Ms. Shelly Kovacs
Dr. Harry McLaughlin
Division of Kinesiology, 3060 CCRB
Ann Arbor, MI 48109, (313) 764-4472

Northeast Region

Date: November 4-6, 1992
Place: Baltimore, Maryland, Tremont Plaza Hotel
Theme: Redefining Education: Creative Solutions Through Partnership and Collaboration
Contact: Dr. Eugene A. Peterman, Assistant Dean
Bryant College, 1150 Douglas Pike
Smithfield, RI 02917, (401) 292-6308

ACPA Convention

Date: March 28-31, 1993
Place: Kansas City Hyatt Regency and Crown Center Hotels
Theme: Educating for the Common Good: An Uncommon Agenda
Program proposals due August 28, 1992
Contact: Dr. David Pelier
Dean of Arts and Sciences, Ohio Northern University
Ada, Ohio 45810, (419) 772-2132

Management Development Seminar, November 16-18, 1992

ACAFAAD presents its 14th annual Management Development Seminar for Assistant Associate Academic Deans at Loews L'Enfant Plaza Hotel in Washington, D.C.
Contact: Dr. Peter Hood, Director, ACAFAAD Management Seminars
University of Illinois, 409 E. Chalmers, Rm. 312
Champaign, Illinois 61820, (217) 383-2030

2nd International Conference on SEXUAL ASSAULT ON CAMPUS

October 1-3, 1992 • Orlando, Florida
Twin Towers Hotel and Convention Center

Chairperson and Organizer:

Alan McEvoy, Ph.D.,
Wittenberg University

Honorary Chairperson and Keynote Speakers:

Bernice Sandler, Ph.D.,
Center for Women Policy Studies

133 Speakers

A Sharing Fair:

Over thirty exhibits of noteworthy programs which serve campuses in the U.S. and Canada.

Networking Opportunities

Attendance/Costs:
Pre-registration by 9/10/92 \$325.00
Registration \$350.00
Student Registration \$200.00
Awards Luncheon \$ 18.50

Members of participating organizations, please contact your national office for registration.

Participating Organizations

American Council on Education • National Organization for Victim Assistance • National Interfraternity Conference • National Association for Women in Education • National Association of Student Personnel Administrators • Law Enforcement Administrators • College Stores Research and Educational Foundation: For Safety's Sake • Canadian Association Against Sexual Harassment in Higher Education • National Panhellenic Conference • Safe Schools Coalition • American College Personnel Association • American College Health Association • American Association of Women in Community and Junior Colleges

Purpose

To bring individuals, campus organizations and community institutions together in harmonious effort to reduce the insult and effects of sexual assault. The plenary and breakout sessions, the "sharing fair," networking opportunities, video review room, exhibits, theatrical productions and other activities will concurrently address:

- efforts to reduce sexual assault;
- programs for meeting the needs of victims; and
- school policy, government, and law enforcement issues.

Who Will Attend

Student services personnel, health workers, administrators, counselors, campus security and special school programs personnel, sorority and fraternity leaders, residential advisors, rape crisis staff and volunteers, faculty, students, and parents, and all other concerned persons.

REGISTRATION INFORMATION

CALL • 800-537-4903 • OR WRITE • Sexual Assault Conference •
• P.O. Box 1338 • Holmes Beach, FL 34218-1338 •

CHRONOLOGICAL LISTINGS

November 14 - November 25

14-16: Teaching. "Critical-Thinking Teaching Strategies," regional workshop, Foundation for Critical Thinking, 10200 Canyon Blvd., Suite 200, San Jose, CA 95128; (408) 664-2940.
14-17: Enrollment. "Strategic Enrollment Management," conference, American Association of Collegiate Registrars and Admissions Officers, Long Beach Hilton Hotel, Long Beach, CA. Contact: Elizabeth Van Brunt, AACRAO, One Dupont Circle, Suite 330, Washington 20036-1171; (202) 293-9161, fax (202) 872-8857.
14-17: Legal issues. "Legal Issues in Academic," seminar, Employment Partnership, St. Louis. Contact: (314) 421-5700.
14-18: Computers. "Computers on Campus," conference, University of South Carolina, Columbia, S.C. Contact: Computers on Campus, University of South Carolina, Division of Continuing Education, Suite 200, 900 Assembly Street, Columbia, S.C. 29208; (803) 777-9144 or (803) 777-2260, fax (803) 777-9157.
14-20: Fund raising. "The Fund Raising School: Principles, Techniques of Fund Raising," Indiana University, Indianapolis. Contact: Center on Philanthropy, Indiana University, Suite 301, 530 West North Street, Indianapolis 46202-3162; (317) 274-7063, fax (317) 84-8900.

14-20: Computers. "Supercomputing '92," conference, Institute of Electrical and Electronics Engineers and other sponsors, Minneapolis Convention Center, Minneapolis. Contact: Peggy Sundme, IEEE/CAE, P.O. Box 3000, Boulder, CO 80307; (303) 447-1808, fax (303) 447-1298, e-mail sundme@caee.icae.edu.
17: Congress. "Understanding Congress," seminar, Congressional Quarterly Inc., Washington. Contact: Vincent Bryant, (800) 432-2250, ext. 620 or (202) 887-8620, fax (202) 738-1863.
17-18: Alumni. "Working With Alumni Boards," workshop, Council for Advancement and Support of Education, Cambridge, Mass. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.
17-20: Minorities. "The Black Male Crisis: Programs of Action," annual meeting, conference on Black Student Retention, Hyatt Regency Hotel, Houston. Contact: Clinton A. Ford, P.O. Box 10121, Tallahassee, FL 32302-2121; (800) 872-4723, fax (904) 599-3913.
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18-20: International issues. "The New World Order: a Challenge to International Leadership," conference, Association for the Advancement of Policy Research and Development in the Third World, Woodcliff Lake, N.J. Contact: Mekki Mewa, Executive Director, AAROTW, Box 70257, Washington 20024-0257; (202) 723-7010, fax (202) 723-7010.
18-21: Adult students. "Focus on Adults: Responding to the New Majority in Higher Education," seminar, College Board, Sheraton City Centre Hotel, Washington. Contact: Elena K. Morris, Conference Director, Office of Adult Learning Services, College Board, 45 Columbus Avenue, New York 10021, (212) 713-8101.
18-21: Fund raising. "Forum for Senior Professionals: Issues and Trends in Corporate and Foundation Philanthropy," Council for Advancement and Support of Education, Washington. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.
18-21: Grantsmanship. "The Dynamic Grants Office: How to Lead Your Organization to Grantwinning Success," seminar, David G. Bauer Associates, Holiday Inn-Georgetown, Washington. Contact: DGA, Suite 248, 2804 Elmwood Avenue, Rochester, N.Y. 14618; (800) 836-0732.
18-21: Institutional advancement. "Making the Most of Volunteers," workshop, Council for Advancement and Support of Education, Cambridge, Mass. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.
18-21: Trustees. "Taking Trusteeship Seriously," symposium, Indiana University Center of Philanthropy, 550 West North Street, Suite 301, Indianapolis 46202-3162; (317) 274-4200.
18-21: Academic affairs. "Management Development Seminar for Assistant and Associate Academic Deans," National Association of Academic Affairs Administrators, Loews L'Enfant Plaza Hotel, Washington. Contact: W. East Chalmers, Room 312, Champaign, IL 61820; (217) 333-2030.
18-21: Alumni. Workshop for new-comers in alumni administration, Council for Advancement and Support of Education, Cambridge, Mass. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

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- Doctor of Education
- Master of Education
- Certificate of Advanced Study
- Nondegree Study

PROGRAM AREAS:

- Administration, Planning, and Social Policy
- Human Development and Psychology including Programs in Risk and Prevention
- Reading
- Teaching, Curriculum, and Learning Environments
- Technology in Education
- International Education

CERTIFICATION:

- Middle and Secondary Teacher Training
- Principal
- Superintendent

FOR MORE INFORMATION about programs, please write to the Harvard Graduate School of Education, Admissions Office, Longfellow 111, Cambridge, MA 02138, or call (617) 495-3414.

AN INVITATION TO ATTEND NORTHEAST REGION NATIONAL ASSOCIATION OF ACADEMIC AFFAIRS ADMINISTRATORS

27th Annual Meeting

Redefining Education: Creative Solutions Through Partnership and Collaboration

November 4-6, 1992

Baltimore, Maryland • The Tremont Plaza Hotel
Host: Hood College

KEYNOTE SPEAKER - Wednesday, November 4
Robert L. Carothers, President, University of Rhode Island

PANEL OF PRESIDENTS - Thursday, November 5

CONCURRENT SESSION TRACKS:

- Collaborations with Business, Government, Community Groups
- Inclusive Education
- 2yr/4yr Articulation
- Collaborative Models in HBCU's, the Arts, Philanthropy
- Academic/Student Affairs

For Conference Information Contact:
Eugene A. Peterman, Assistant Dean
Bryant College
1150 Douglas Pike, Smithfield, RI 02917
(401) 232-6308

Reservation Deadline October 9

CALL FOR PAPERS AND PARTICIPATION

Law and Disorder: Public Policy and Civil Unrest in California, Past and Present

University of the Pacific
48th Annual California
History Institute
APRIL 22-24, 1993

The conference invites proposals on any aspect of this theme. Proposals for papers and sessions should be forwarded, along with a brief résumé, to the CHH 93 Program Committee, in care of its Chair, Professor John Phillips, Sociology/Anthropology Department, University of the Pacific, Stockton, CA 95211 by November 15, 1992. Phone (209) 946-2930; fax (209) 946-2596.

CALL FOR ARTICLES

AIC-JOURNAL OF BUSINESS (VOLUME V)

Theme: Poverty in the United States

Article Submission Fee: \$35
Checks (payable to AIC-Journal of Business) to:

Dr. Ira Smolowitz, Dean
School of Business
Administration
American International College
Springfield, MA 01109-9983

Article Submission Deadline:
November 12, 1992

November 26 - January 3

28 Thanksgiving Day

28-29: International studies. "Liu Shenggen: the Legal, Political, and Economic Status of Chinese in the Diaspora," conference, University of California at Berkeley, Miyako Hotel, San Francisco. Contact: Conference Planning Committee, (510) 642-6535, fax (510) 642-6456.

1992	<i>December</i>							1992
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DECEMBER

1-2: Admissions. College fair, National Association of College Admission Counselors, Milwaukee. Contact: NACAC, 1631 Prince Street, Alexandria, VA 22314-2818; (703) 836-2222, fax (703) 836-8015.

3-4: Computers. Annual national conference, CAUSE, Loew's Anatole Hotel, Dallas. Contact: CAUSE, 4840 Pearl East Circle, Suite 302E, Boulder, CO 80301; (303) 449-4430, fax (303) 440-0461.

2-4: Alumni. "Alumni Workshop Series," Council for Advancement and Support of Education, Philadelphia. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 338-5900.

2-4: Institutional advancement. "The Writing Institute," workshop, Council for Advancement and Support of Education, Philadelphia. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 338-5900.

2-6: Anthropology. Annual meeting, American Anthropological Association, San Francisco Hilton Hotel, San Francisco. Contact: AAA, 1703 New Hampshire Avenue, N.W., Washington 20009; (202) 232-8800.

3: Congress. "Research Workshop on Congressional Documents," Congressional Quarterly Inc., Washington. Contact: Vincent Bryant, (800) 432-2250, ext. 620 or (202) 887-8620, fax (202) 728-1863.

3-4: Freshman-year experience. "Freshman-Seminar Instructor Training," workshop, University of South Carolina and other sponsors, Raleigh, N.C. Contact: Freshman Year Experience Conference, University of South Carolina, 1728 College Street, Columbia, S.C. 29208; (803) 777-6029.

4: Congress. "Strategies for Working With Congressional Staff," seminar, Congressional Quarterly Inc., Washington. Contact: Vincent Bryant, (800) 432-2250, ext. 620 or (202) 887-8620, fax (202) 728-1863.

4: Personnel. "The Human Factor of Restructuring," seminar, College and University Personnel Association, Red Lion Hotel-Downtown, Portland, Ore. Contact: CUPA, 1233 20th Street, N.W., Suite 303, Washington 20036; (202) 429-0311, ext. 6, fax (202) 429-0149.

4-6: History. Annual symposium on Illinois history, Illinois Historic Preservation Agency and other sponsors, Springfield, Ill. Contact: Noreen O'Brien-Davis, Office of Research and Education, IHPA, Union Station, 500 East Madison Street, Springfield, Ill. 62701; (217) 785-7952.

4-6: Writing. Workshops on teaching writing and thinking, Bard College, Annandale-on-Hudson, N.Y. Contact: Judi Smith, Bard College, Annandale-on-Hudson, N.Y. 12504; (914) 758-7484.

6: Philosophy. Round table, American Catholic Philosophy Association, Fordham University, New York. Contact: Julia Davies, Philosophy Department, Siena College, Loudonville, N.Y. 12121.

6-8: Higher education. Annual conference, National Council for Resource Development, Washington. Contact: NCRD, One Dupont Circle, Suite 410, Washington 20036; (202) 822-0750.

6-8: Legal issues. "Legal Issues in Academic: Legal Hazards in Affirmative Action," seminar, Employment Partnership, St. Louis. Contact: (314) 421-5700.

6-10: Corrections. "Managing the Special-Needs Offender," annual symposium on corrections, Eastern Kentucky University and other sponsors, Lexington, Ky. Contact: Training Resource Center, Eastern Kentucky University, 217 Perkins Building, Richmond, Ky. 40475-1127; (606) 622-6272, fax (606) 622-2333.

7: Congress. "Congress and the Legislative Process," seminar, Congressional Quarterly Inc., Washington. Contact: Vincent Bryant, (800) 432-2250, ext. 620 or (202) 887-8620, fax (202) 728-1863.

7-8: Admissions and records. Annual meeting, Virginia Association of College Registrars and Admissions Officers, Wintergreen, Va. Contact: Vernon Beitzel, Admissions Office, Radford University, Radford, Va. 24142; (703) 831-5371.

7-9: Fund raising. "The Plans of Giving—Part I: Wills, Revocable Trusts, Gift Annuities, Life Insurance, Life Estate Agreements, and Retirement Benefits," seminar, National Planned Giving Institute, Williamsburg Hospitality House, Williamsburg, Va. Contact: NPFI, Robert F. Sharpe and Company, 5050 Poplar Avenue, Memphis 38157; (901) 767-2330, fax (901) 761-4268.

7-10: International education. "New Concepts in Higher Education," conference, International Council for Innovation in Higher Education, Mexico City. Contact: Erwin Wachting, Executive Director, ICIE, Suite 1804, 150 York Street, Toronto M5H 3S5; (416) 360-3805, fax (416) 360-6865.

9: Fund raising. "Getting to the Bottom Line With Corporations," video conference, Foundation Center. Contact: (800) 257-2578.

9-11: Congress. "Advanced Legisla-

tionary Registrars and Admissions Officers, Wintergreen, Va. Contact: Vernon Beitzel, Admissions Office, Radford University, Radford, Va. 24142; (703) 831-5371.

7-9: Fund raising. "The Plans of Giving—Part I: Wills, Revocable Trusts, Gift Annuities, Life Insurance, Life Estate Agreements, and Retirement Benefits," seminar, National Planned Giving Institute, Williamsburg Hospitality House, Williamsburg, Va. Contact: NPFI, Robert F. Sharpe and Company, 5050 Poplar Avenue, Memphis 38157; (901) 767-2330, fax (901) 761-4268.

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9: Fund raising. "Getting to the Bottom Line With Corporations," video conference, Foundation Center. Contact: (800) 257-2578.

9-11: Congress. "Advanced Legisla-

CALL FOR PRESENTATIONS THE SIXTH OFF-CAMPUS LIBRARY SERVICES CONFERENCE KANSAS CITY, MISSOURI OCTOBER 6-8, 1993

Central Michigan University Libraries and CMU's Extended Degree Programs are sponsoring their sixth international conference for the reporting, examination, and discussion of issues that surround the provision of library services to students taking courses away from their central campuses. Proposals for presentations including papers, panels and workshops are sought from librarians, educators, administrators and practitioners involved with adult learning in academic, corporate, governmental, military, health care, or other public and private sector settings. Conference topics include but are not limited to: program planning/needs assessment; student, faculty, and administrative services; information access and delivery; library user education; uses of technology; copyright; accreditation/licensure; internal/external marketing; inter-institutional cooperation and/or resource sharing; and grant proposal writing/external funding.



Persons interested in participating in the program are invited to send a titled proposal, abstract of not more than 500 words describing the presentation and its delivery format, and a biographical statement of approximately 50 words for each presenter by November 16, 1992. Send proposals to (or for more information contact): Anne Casey, Off-campus Library Services, Central Michigan University, Park 313, Mt. Pleasant, Michigan 48859; or call 517-774-6080; or FAX to 517-774-2476.



THE INSTITUTE FOR WRITING AND THINKING

Fall 1992

November 6-7 Conference "Ten Years of Writing and Thinking" Innovations in the teaching of writing in the last 10 years and the impact of Institute workshops on classrooms. Presenters: secondary and college teachers. Keynote Speakers: Peter Elbow, Professor, U. of MA; Amherst and Leon Botstein, President, Bard College.

December 4-6 Weekend Workshops (concurrent)
• Writing and Thinking • Writing and Thinking in the Middle School
• Writing to Learn • Reading and Writing Poetry • Fictions, Memory and Imagination • Language: Power and Play

Local Knowledge Workshops
One-day special interest workshops at Bard and nearby historical sites:
Writing in Bed; Wilderness into Words; The Language of Democracy; Speaking for the Eye; Writing Differently; Vietnam at the Movies; Rhetoric: The Art of Feeling Rational.

Consulting
The Institute offers "on-site" workshops lasting a day and longer for secondary and college teachers of all subjects.

FOR FURTHER INFORMATION OR A 1992-93 BROCHURE:
Write/call, Judi Smith, Administrative Assistant, Institute for Writing and Thinking, Bard College, Annandale-on-Hudson, N.Y. 12504 (914) 758-7484.

BARD

August 5, 1992

August 5, 1992

the Series of Workshops. "Congressional Quarterly Inc., Washington. Contact: Vincent Bryant, (800) 432-2250, ext. 620 or (202) 887-8620, fax (202) 728-1863.

6-10: Corrections. "Managing the Special-Needs Offender," annual symposium on corrections, Eastern Kentucky University and other sponsors, Lexington, Ky. Contact: Training Resource Center, Eastern Kentucky University, 217 Perkins Building, Richmond, Ky. 40475-1127; (606) 622-6272, fax (606) 622-2333.

7: Congress. "Congress and the Legislative Process," seminar, Congressional Quarterly Inc., Washington. Contact: Vincent Bryant, (800) 432-2250, ext. 620 or (202) 887-8620, fax (202) 728-1863.

7-8: Admissions and records. Annual meeting, Virginia Association of College Registrars and Admissions Officers, Wintergreen, Va. Contact: Vernon Beitzel, Admissions Office, Radford University, Radford, Va. 24142; (703) 831-5371.

7-9: Fund raising. "The Plans of Giving—Part I: Wills, Revocable Trusts, Gift Annuities, Life Insurance, Life Estate Agreements, and Retirement Benefits," seminar, National Planned Giving Institute, Williamsburg Hospitality House, Williamsburg, Va. Contact: NPFI, Robert F. Sharpe and Company, 5050 Poplar Avenue, Memphis 38157; (901) 767-2330, fax (901) 761-4268.

7-10: International education. "New Concepts in Higher Education," conference, International Council for Innovation in Higher Education, Mexico City. Contact: Erwin Wachting, Executive Director, ICIE, Suite 1804, 150 York Street, Toronto M5H 3S5; (416) 360-3805, fax (416) 360-6865.

9: Fund raising. "Getting to the Bottom Line With Corporations," video conference, Foundation Center. Contact: (800) 257-2578.

9-11: Congress. "Advanced Legisla-

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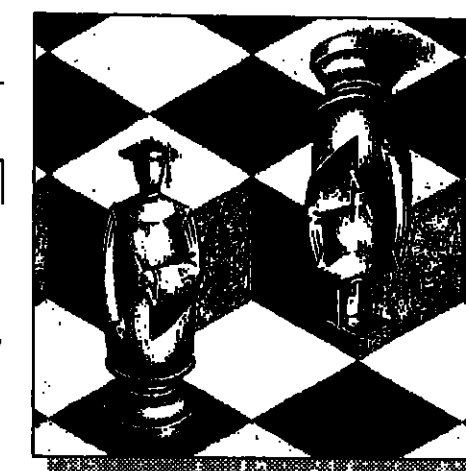
tionary Registrars and Admissions Officers, Wintergreen, Va. Contact: Vernon Beitzel, Admissions Office, Radford University, Radford, Va. 24142; (703) 831-5371.

THE 1992 CONFERENCE ON STUDENT SUCCESS COURSES

MCCORMICK CENTER • CHICAGO, ILLINOIS • NOVEMBER 1-4, 1992

THE 1992 Conference on Student Success Courses will be unusual in its focus on practical ideas and techniques which can be applied immediately in the "multicultural," "nontraditional," and "heterogeneous" environment of the 1990's. It will showcase exemplary freshman seminars, extended orientation programs, and other formal courses designed to facilitate student transitions to higher education.

John Gardner, Dr. Francine McNairy, Dr. Sharon Thomas, and Dave Ellis will be featured speakers, along with student success course experts and practitioners from public and private universities and colleges, business and technical career schools, and community and junior colleges.



To register or for more information, call or write:

College Survival, Inc.
2650 Jackson Blvd.
Rapid City, SD 57702-3474
TOLL-FREE 1-800-528-8323
FAX (605) 343-7553

First Richard A. Harvill Conference on Higher Education

"The Universities of the Future: Roles in a Changing World Order"

November 22-24, 1992

Hotel Park Tucson • Tucson, Arizona

Keynote and Plenary Addresses: Dr. Harold Shapiro, President, Princeton University, "Universities and the Changing World Order"; Dr. Wang Guangwu, Vice Chancellor, Hong Kong University, "The University as a Global Institution"; Dr. Federico Mayor Zaragoza, Director General, UNESCO, "Transnational University Networks: Promise and Problems."

Seventy-five participants selected to represent a cross section of university, business, foundation and government leaders in the global community will discuss the keynote and plenary addresses and other topics central to the university in the post-Cold War era. In addition to the seventy-five participants, the Conference has space for a limited number of observers. The observer conference fee is \$250 and includes meals, coffee breaks, keynote and plenary addresses and attendance, although not participation, in discussion groups.

For further information on speakers and participants, as well as registration form, those interested in being Conference observers should call or write to Dr. Sheila Slaughter, Executive Director of the Conference, 602-621-8916, 1111 North Cherry Avenue, Tucson, AZ 85721.

This conference, the first in a series in honor of the late Dr. Harvill, president of the University of Arizona for 20 years, is sponsored by the Harvill Memorial Endowment and The University of Arizona.

WHAT WORKS?

Sponsored by the
Women's College
Coalition
and the
American
Association for
the Advancement
of Science



A National Conference on Women in Science, Mathematics, and Engineering Washington, DC November 13-15, 1992

This conference for faculty and women students will focus on successful strategies for:

- recruiting/retaining women in undergraduate science, mathematics and engineering studies, and
- promoting the retention and success of women working in science, mathematics and engineering.

Program will include plenary presentations by nationally-recognized women scientists; separate seminars and discussions for faculty and students; roundtable discussions and interactive student tours of local research facilities.

For information contact:
Women's College Coalition
1050 Vermont Avenue, N.W., Third Floor
Washington, D.C. 20005 (202) 789-2556
Student rates and scholarships are available.

CALL FOR PAPERS

Northwestern State University of Louisiana's

Kate Chopin Conference

April 1, 2, 3, 1993

Featuring Ellen Gilchrist, Barbara Ewell,
and Merle Black

Submit paper or abstract of 500 words on "Chopin's Other Fiction" by November 1, 1992 to Ada D. Jarred, Director of Libraries, NSU, Natchitoches, LA 71497, (318) 357-4403

KATE CHOPIN KATE CHOPIN KATE CHOPIN KATE CHOPIN

1992-93 Higher Education Resource Services (HERS)

Fiftieth Annual

MANAGEMENT INSTITUTE FOR WOMEN IN HIGHER EDUCATION ADMINISTRATION at Wellesley College

An integrated series of five seminars offering women administrators and faculty professional management training

Dates: Oct. 15-17; Nov. 20-21; Jan. 22-23; Mar. 18-20; Apr. 23-24

Fees: \$1800 plus \$50 nonrefundable application fee (includes tuition, materials, and meals)

Program: Planning and Fiscal Management; Managing in Organizations; Professional Development

For more information contact: Susan Knowles, Management Institute, Wellesley College, Wellesley, Massachusetts 02181 • 617-283-2529

The Council on Postsecondary Accreditation

"TO SEE QUALITY THRIVE: COPING WITH FISCAL FURIES"

The Ritz-Carlton Hotel, Philadelphia, PA

October 18-21, 1992

ROBERT ZEMSKY, KEYNOTE SPEAKER

For Information, Call or Write:

COPA Fall Meeting
One Dupont Circle, Suite 305, Washington, D.C. 20036
202-452-1433 Fax 202-331-9571

CALL FOR PAPERS

Far West Popular Culture Association
and
Far West American Culture Association

5th Anniversary Meeting
January 21-23, 1993 • Sahara Hotel • Las Vegas

In conjunction with the
Las Vegas Antiquarian and Used Book Fair
(Approximately 150 dealers in rare and used books from all over the United States and Canada will be on site, offering fine scholarly and popular out-of-print books.)

Papers on all aspects of Popular Culture,
as well as papers on American Culture are welcome.
Send 50 word abstracts by November 15, 1992 to:

Felicia Campbell
Department of English
University of Nevada, Las Vegas
Las Vegas, NV 89154-5011
Tel 702-739-3533 FAX 702-597-4801

CALL FOR PAPERS

Joint National Conference on
Gangs, Schools and Community

May 6-8, 1993

Holiday Inn International Resort • Orlando, Florida

Participating Organizations: The National Association of Secondary School Principals • American Association of School Administrators • The National Alliance of Black Educators • The State Schools Coalition, and . . .

The Conference will concurrently address school and community intervention programs • reducing the attractiveness of gangs • legal and security issues • and research on gangs.

Co-chairs:

Richard Arthur, author of *Gangs and Schools*, a teacher, principal and gang neighborhood worker.

Alan McEvoy, Ph.D., Wittenberg University, author of *When Disaster Strikes and Youth and Exploitation*.

* Presenters save \$135.00
off the regular registration fee •

DON'T MISS THE SUBMISSION DEADLINE!
November 1, 1992
Call 800-537-4903 for
Guidelines for Submissions



The National Association
of Academic Administrators
announces its fourteenth annual

**Management Development Seminar for
Assistant and Associate Academic Deans**

November 16-18, 1992

Loews L'Enfant Plaza Hotel, Washington, D.C.

The seminar is designed for those whose primary responsibility includes the administration of undergraduate academic policies, programs, and services, and who have recently entered their positions.

Session topics include:

- The Position of Assistant/Associate Academic Dean
- Administrative Strategies in Academic
- Legal Issues for the Academic Administrator
- Management Styles in Academic Administration

Two special pre-seminar programs will be offered November 16 on Effective Administrative Writing and Grant Proposal Writing.

For additional information and registration materials, contact:

Dr. W. Peter Hood, Academic Seminar Director, University of Illinois,
409 E. R. Chambers, Room 312, Champaign, IL 61820, (217) 333-2030



**Strategic Enrollment
Management Conference**

November 14-17, 1992 • Long Beach, CA

Come hear nationally recognized experts, examine case studies, view exhibits on products and services for admissions, and expand your enrollment horizons!

You can't afford to miss this conference!

Contact: Elizabeth Van Brunt, American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, Suite 330, Washington, DC 20036-1171; (202) 293-9161; FAX (202) 872-8857.

CHRONOLOGICAL LISTINGS

January 4 - February 10

4-7: Computers. "International Workshop on Intelligent User Interfaces." Association for Computing Machinery and other sponsors, Orlando, Fla. Contact: William Healey, Software Engineering Institute, 4500 Fifth Avenue, Pittsburgh 15213; (412) 268-7793, e-mail whel@sei.cmu.edu.

1993	<i>January</i>							1993
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31								

7-9: English. Winter workshop, Conference on College Composition and Communication of National Council of Teachers of English, Clearwater Beach, Fla. Contact: NCTE, 1111 Kenyon Road, Urbana, Ill. 61801.

7-8: Women. International conference for women in higher education, University of Texas and other sponsors, El Paso. Contact: Sandra Beyer, Director, Women's Studies Programs, University of Texas, El Paso 79968; (915) 747-5200.

10-13: Accreditation. Meeting of the Committee on Recognition, Council on Postsecondary Accreditation, Ritz-Carlton-Pentagon City Hotel, Arlington, Va. Contact: COPS, One Dupont Circle, N.W., Suite 305, Washington 20036; (202) 452-1433.

10-13: Computers. "Principles of Programming Languages," symposium, Association for Computing Machinery, Charleston, S.C. Contact: Stuart Feldman, Bell Communications Research, 445 South Street, Room 2E-386, Morristown, N.J. 07960-1910; (201) 629-4305, e-mail stf@bellcore.com.

11-13: Fund raising. "Charitable Gift Planning: Part I," seminar, National Planned Giving Institute, Williamsburg Hospitality House, Williamsburg, Va. Contact: NPPI, Robert F. Sharpe and Company, 3030 Poplar Avenue, Memphis 38157-1212; (800) 238-3253 or (901) 767-2330, fax (901) 761-4268.

14-15: International issues. "Overcoming Poverty: Global Priority," conference, International Development Conference, J. W. Marriott Hotel, Washington. Contact: IDC, 1401 New York Avenue, N.W., Suite 1100, Washington 20005-2160; (202) 638-3111, fax (202) 638-1374.

11-13: Technology. "Annual Connectivity and Technology Symposium: Focus on Communication," West Chester University, West Chester, Pa. Contact: Susan Hart, (215) 436-3337, e-mail SHART@MAIL.WCU.EDU.

12-14: Fund raising. "Introduction to Planned Giving," workshop, Council for Advancement and Support of Education, Tampa, Fla. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

12-14: Teacher education. "Northeast Regional Conference on Classroom Techniques for America 2000," Northeast Regional Center for Drug Free Schools and Communities, University of Cincinnati, Cincinnati. Contact: Georgia Rettinger, Higher Education Coordinator, NACPSOC, 12 Overton Avenue, Sayville, N.Y. 11782-0403.

13-15: Admissions. "Admissions-Volunteer Workshop Series," Council for Advancement and Support of Education, Orlando, Fla. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

13-15: Fund raising. "Charitable Gift Planning: Part II," seminar, National Planned Giving Institute, Williamsburg Hospitality House, Williamsburg, Va. Contact: NPPI, Robert F. Sharpe and Company, 3030 Poplar Avenue, Memphis 38157-1212; (800) 238-3253 or (901) 767-2330, fax (901) 761-4268.

13-15: Higher education. "The Discipline We Need Now," annual meeting, Association of American Colleges, Westin Hotel, Seattle. Contact: Annual Meeting Office, Box 93C, A.C. 1818 R Street, N.W., Washington 20009; (202) 387-3760.

14-15: Fund raising. "Marketing and

Soliciting Major Planned Gifts," workshop, Council for Advancement and Support of Education, Tampa, Fla. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

14-15: Philosophy. "University and Community," conference, Rochester Institute of Technology, Rochester, N.Y. Contact: John T. Sanders, Philosophy Department, Rochester Institute of Technology, Rochester, N.Y. 14623.

15-16: Logic. Meeting, Association for Symbolic Logic, San Antonio. Contact: C. Ward Henson, Mathematics Department, University of Illinois, Urbana, Ill. 61801.

15-17: Technology. "Annual Technological Literacy Conference," National Association for Science, Technology, and Society, Crystal Gateway Marriott Hotel, Arlington, Va. Contact: Betsy Held, 133 Willard Building, University Park, Pa. 16802; (814) 865-9951.

16-17: Teaching. "Critical-Thinking Teaching Strategies," regional workshop, Foundation for Critical Thinking, Boston. Contact: FCT, 4655 Sonoma Mountain Road, Santa Rosa, Cal. 95404; (707) 664-2940.

17-20: Institutional advancement. District conference, Council for Advancement and Support of Education, Kansas City, Mo. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

17-20: Simulation. "Western Multi-conference on Computer Simulation," Society for Computer Simulation International and other sponsors, San Diego. Contact: Jean Walrond, Department of Electrical Engineering and Computer Science, 2671 Cory Hall, University of California, Berkeley, Cal. 94720; (510) 843-1529, fax (510) 643-8426, e-mail wje@EECS.BERKELEY.EDU.

17-20: Fund raising. "Marketing Planned Giving Program," seminar, National Planned Giving Institute, East Memphis Hilton Hotel, Memphis. Contact: NPPI, Robert F. Sharpe and Company, 3030 Poplar Avenue, Memphis 38157-1212; (800) 238-3253 or (901) 767-2330, fax (901) 761-4268.

17-20: Fund raising. "Conversational Planned Giving," workshop, Council for Advancement and Support of Education, Coral Gables, Fla. Contact: CASE,

ing," workshop, University of South Carolina and other sponsors, Irvine, Cal. Contact: Freshman Year Experience Conference, University 101, University of South Carolina, 1728 College Street, Columbia, S.C. 29208; (803) 777-6029.

22-23: Legal issues. "Labor and Employment Law," conference, Stetson University, Tampa, Fla. Contact: Alice Ruffner, Stetson University College of Law, 1401 61st Street South, St. Petersburg, Fla. 33707; (813) 345-1121, ext. 312.

23-24: Teaching. "Critical-Thinking Teaching Strategies," regional workshop, Foundation for Critical Thinking, Philadelphia. Contact: FCT, 4655 Sonoma Mountain Road, Santa Rosa, Cal. 95404; (707) 664-2940.

24-26: Institutional advancement. District conference, Council for Advancement and Support of Education, Lancaster, Pa. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

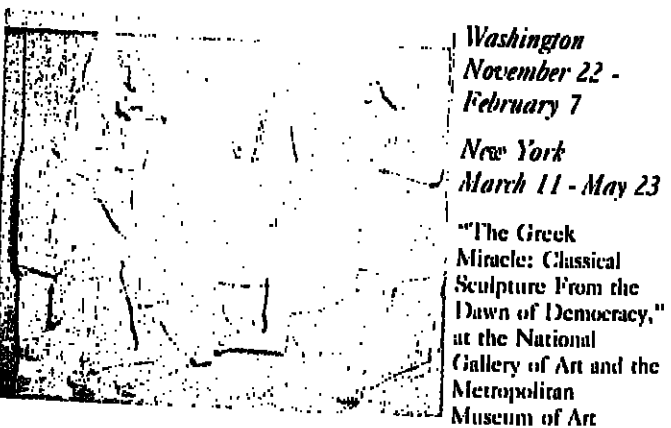
24-26: Philosophy. Meeting, Philosophical Society of Southern Africa, Broderick Room, Transvaal, South Africa. Contact: Z. Postma de Baer, Philosophy Department, University of South Africa, Box 392, Pretoria, South Africa.

24-27: Higher education. "Reality & Regeneration: Today's Problems, Tomorrow's Solutions," annual meeting, American Council on Education, Sheraton Harbor Island Hotel, San Diego. Contact: Stephanie Marshall, ACE, One Dupont Circle, Washington 20036; (202) 939-9410.

26-27: Fund raising. "Designing a Planned-Giving Program," seminar, National Planned Giving Institute, East Memphis Hilton Hotel, Memphis. Contact: NPPI, Robert F. Sharpe and Company, 3030 Poplar Avenue, Memphis 38157-1212; (800) 238-3253 or (901) 767-2330, fax (901) 761-4268.

27-29: Fund raising. "Conversational Planned Giving," workshop, Council for Advancement and Support of Education, Coral Gables, Fla. Contact: CASE,

DIVERSIONS



Washington
November 22 -
February 7
New York
March 11 - May 23

"The Greek
Mosaic: Classical
Sculpture from the
Dawn of Democracy,"
at the National
Gallery of Art and the
Metropolitan
Museum of Art

642-1529, fax (510) 643-8426, e-mail wje@EECS.BERKELEY.EDU.

27-28: Fund raising. "Marketing Planned Giving Program," seminar, National Planned Giving Institute, East Memphis Hilton Hotel, Memphis. Contact: NPPI, Robert F. Sharpe and Company, 3030 Poplar Avenue, Memphis 38157-1212; (800) 238-3253 or (901) 767-2330, fax (901) 761-4268.

28-29: Admissions. "Successful Market-Research Techniques for Admissions Professionals," workshop, Council for Advancement and Support of Education, Washington. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

28-31: Zora Neale Hurston. "Zora Neale Hurston and Folk Culture—Their Influence on African-American Theater," annual festival of the arts and humanities, Association to Preserve the Eatonville Community, Eatonville, Fla. Contact: PEC, P.O. Box 2386, Eatonville, Fla. 32731; (407) 647-3307, fax (407) 647-3999.

29-30: Freshman-year experience. "Freshman-Seminar Instructor Training," workshop, University of South Carolina and other sponsors, Tampa, Fla. Contact: Freshman Year Experience Conference, University 101, University of South Carolina, 1728 College Street, Columbia, S.C. 29208; (803) 777-6029.

31-February 2: Institutional advancement. District conference, Council for Advancement and Support of Education, Montreal. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

22-23: Freshman-year experience. "Freshman-Seminar Instructor Training," workshop, University of South Carolina and other sponsors, Irvine, Cal. Contact: Freshman Year Experience Conference, University 101, University of South Carolina, 1728 College Street, Columbia, S.C. 29208; (803) 777-6029.

22-23: Freshman-year experience. "Freshman-Seminar Instructor Training," workshop, University of South Carolina and other sponsors, Irvine, Cal. Contact: Freshman Year Experience Conference, University 101, University of South Carolina, 1728 College Street, Columbia, S.C. 29208; (803) 777-6029.

August 5, 1992

NASPA

National Association of Student Personnel Administrators
presents . . .

Confronting Sexual Harassment on Campus

a live, interactive teleconference

Thursday, November 12, 1992, 1:30-3:30 p.m. ET

For many years, colleges and universities have struggled with sexual harassment. This issue is even more urgent now that the U.S. Supreme Court has ruled that institutions may be liable to students for damages based upon sex discrimination claims.

Join NASPA for this program as it examines various forms of sexual harassment, including student-to-student, faculty-to-student, supervisor-to-employee, and colleague-to-colleague.

All registered sites will receive a resource packet containing a program agenda, bibliography, and suggestions to assist with wrap-around local programming and subsequent staff training. For registration materials, contact:

National University Teleconference Network
210 Public Information Building—OSU Campus
Stillwater, OK 74078-0653
Phone: (405) 744-5191

A Call For Papers About Women
In Community Colleges

The JOURNAL OF THE AMERICAN ASSOCIATION OF
WOMEN IN COMMUNITY AND JUNIOR COLLEGES

invites articles for publication in its 1993 issue.

Articles are welcome on topics such as:

Women's Studies Programs . . . Personal and Professional Development
Women in the Technology . . . Family Issues for Women Students and
Women Workers . . . Ethnic Women's Issues . . . Affirmative Action . . .
Mentoring . . . Fostering Leadership . . . Learning Styles . . . Gender Equity
in Curriculum . . . Women, Aging, and American Society . . . Community
College Management . . . Book Reviews.

DEADLINE FOR SUBMISSION OF ARTICLES—NOVEMBER 15, 1992

Inquiries or articles for submission to:

Dianna Hestor Cox
Box 447, Amarillo College
Amarillo, Texas 79178
(806) 371-5175 or (806) 371-5469

RESPONDING TO ALLEGATIONS OF RESEARCH
MISCONDUCT: A PRACTICUM

Monday, December 14, 1992 San Francisco, California

A one-day, hands-on workshop for faculty, department chairs, university and medical school administrators, to be led by two experienced research administrators and a university general counsel.

Topics will include: responding to allegations, conducting an inquiry; handling records; protecting whistleblowers; working with other offices in your institution; and dealing with the federal government and the press. Participants will receive a comprehensive notebook, including checklists, sample guidelines and procedures (including those recently drafted by the AAMC).

For more information write: Misconduct Practicum, Directorate for Science and Policy Programs, AAAS, 1141 H Street, NW, Washington, DC 20005; Fax: 202-289-4950, or phone Deborah Runkle: 202-326-6794.

Co-sponsored by THE AMERICAN ASSOCIATION OF UNIVERSITY AND COLLEGE SCIENTISTS AND THE ASSOCIATION OF AMERICAN MEDICAL COLLEGES

CALL FOR PAPERS

10th International Conference
On New Concepts in Higher Education

Sponsored by:
International Council for Innovation
in Higher Education

Hosted by:
Universidad Iberoamericana A.C.

Presentations of interest to university administrators, scholars and educators are invited.

December 7 - 10, 1992 • Mexico City, D.F.

For further information and registration details, write:

Dr. Erwin Waschnig, Executive Director
ICIE, c/o CSM
150 York Street, Suite 1904
Toronto, Ontario, Canada M5H 3S5
PH: (416) 360-3805 FAX: (416) 360-6863

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FEBRUARY

1-3: Administration. "Academic Chairpersons: Selecting, Motivating, Evaluating, and Rewarding Faculty," conference, Kansas State University, Orlando, Fla. Contact: Academic Chairpersons Conference, Kansas State University, 1415 Anderson Avenue, Manhattan, Kan. 66502-1604; (800) 255-2757 or (913) 532-5970, fax (913) 532-5637.

2-3: Higher education. Annual meeting, Association of Catholic Colleges and Universities, Hyatt Regency Hotel-Capitol Hill, Washington. Contact: ACCU, One Dupont Circle, Suite 650, Washington 20036; (202) 457-0650, fax (202) 728-0977.

3-5: Automotive technology. Conference on automotive technology, Daytona Beach Community College and other sponsors, Daytona Beach, Fla. Contact: Linda Coombs, (904) 254-4450.

3-5: Campus violence. "Before and After Campus Violence: Stopping the Crimes and Caring for the Survivors," conference, Towson State University, Baltimore. Contact: Campus Violence Prevention Center, Towson State University, Baltimore 21204; (410) 830-2178.

4-5: Health sciences. "Emerging Instructional Technologies in the Health Sciences," regional symposium, University of Texas Health Science Center, Houston. Contact: Emerging Instructional Technologies Symposium, P.O. Box 20708, Houston 77225-2078; (713) 792-4466, ext. 3019, fax (713) 794-1265.

4-7: Higher education. "Caring and Community: Higher Education's Role in Promoting Social Responsibility," conference, Institute on College Student Values, Tallahassee, Fla. Contact: Jon Dalton, Vice-President for Student Affairs, Florida State University, 313 Westcott (R-5), Tallahassee, Fla. 32306-3019; (904) 644-5390.

6-7: Teaching. "Critical-Thinking Teaching Strategies," regional workshop, Foundation for Critical Thinking, Tampa. Contact: FCT, 4655 Sonoma Mountain Road, Santa Rosa, Cal. 95404; (707) 664-2940.

6-9: Teaching. "Teaching for Diversity: Enhancing the Quality of Teaching in Colleges and Universities," conference, University of South Carolina and other sponsors, Grand Hotel, Charleston, S.C. Contact: University of South Carolina, College of Education, Columbia, S.C. 29208; (803) 777-6301, fax (803) 777-7068.

6-10: Engineering. "Addressing the Vital Issues: Making a Difference Where It Counts," annual conference, National Association of Minority Engineering Program Administrators, San Diego. Contact: NAMEPA, 500 North Michigan Avenue, Suite 1400, Chicago 60611; (312) 661-1700, fax (312) 661-4769.

6-10: Higher education. "Successful College Teaching and Administration," conference, University of Florida and Texas Tech University, Orlando, Fla. Contact: University of Florida, Division of Continuing Education, Teaching/ Administration Conference, 2207 N.W. 13th Street, Gainesville, Fla. 32609-3476; (904) 392-1701.

8-10: Fund raising. "Writing Your Fund-Raising Plan," workshop, Council for Advancement and Support of Education, Coral Gables, Fla. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

8-11: Personnel. "Admission-Representative Seminar," SRI Gallup, Lincoln, Neb. Contact: Cheryl T. Beamer, Vice-President for Higher Education, SRI Gallup, 301 68th Street, Lincoln, Neb. 68510; (800) 288-8572.

8-12: African-American studies. Convention, National Conference of African-American Studies, Virginia State University, Petersburg, Va. Contact: Lemuel Berry, Jr., Dean, Humanities and Social Sciences, Virginia State University, P.O. Box 9043, Petersburg, Va. 23806; (804) 524-5068.

10: Admissions. "Customer Service for Increased Student Recruitment," workshop, Council for Advancement and Support of Education, Washington. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

The University of Chicago

presents

the 22nd National Institute on Issues in Teaching and Learning

**Changing Curricula / Changing Practice:
World Cultures and General Education**
November 20-22, 1992 at Chicago, Illinois

We invite educators currently revising their general education programs to discuss the following topics at the November Institute:

- coordination of curricular revision with pedagogical renewal efforts;
- varieties of multiculturalism in general education programs;
- critical thinking, collaborative learning and writing in core programs;
- successful models of revised programs, faculty development strategies and assessment projects.

We also invite you to propose a session on one of the above or a related topic.

For more information, contact: Pearl Gonzales, CCS, University of Chicago, 5835 S. Kimbark Avenue, Chicago, Illinois, 60637; Telephone: (312) 702-7503; Telefax: (312) 702-6814

CHAIRING THE ACADEMIC DEPARTMENT

A Workshop for

Deans, Division & Department Chairpersons

November 11-13, 1992

Clarion Harvest House

Boulder, Colorado

In this workshop chairs will learn how to effect change, deal with day-to-day issues and provide more effective leadership for their department or division.

General Session topics include:

- Assessing Teaching
- Faculty Development
- Issues of Change
- Setting Priorities

REGISTER EARLY AND SAVE

For further information write or call:

Department Leadership Program
American Council on Education
One Dupont Circle-Suite 873 • Washington, D.C. 20036
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THE ANNENBERG WASHINGTON PROGRAM

Communications Policy Studies
Northwestern University

Faculty Workshops In Communications Policy

Winter and Spring workshops in Washington, DC for faculty. Meet with key regulatory and congressional policymakers for high-level briefings on current communications policy issues. Topics include: broadcast regulation, common carrier issues, new technology and the regulatory process, and international communications developments.

No tuition. Housing provided; limited travel stipends available for overseas faculty. For information and an application, write to: Faculty Workshops, The Annenberg Washington Program, The Willard Office Building, 1455 Pennsylvania Avenue, N.W., Suite 200, Washington, DC 20004. Telephone: 202-393-7100. Fax: 202-638-2745.

1993 Leaders Program Applications Available

12th Year of a Successful Professional Leadership Development Program for Women in Higher Education

Also: A workshop for women whose next career step is the CEO position; a workshop for African American women and Latina women in higher education; a gender-based team building workshop with male/female teams; a Dean's workshop for women who do not want a CEO position at this time.

For information and applications contact:
National Institute for Leadership Development
3889 E. Thomas Road, Phoenix, AZ 85018
(602) 223-4290

Northwood Institute
Alden B. Dow
CREATIVITY CENTER
Midland, Michigan 48840-2398
(517) 837-4478

CREATIVITY FELLOWSHIPS

... now accepting applications for the 1993 ten week summer residency ... project ideas welcomed from all disciplines and areas of interest ... deadline December 31 ... for more information and application form, contact Carol Coppage, Director ...

Please print legibly!

Name _____

Address _____

City _____

State _____

Zip _____

CHRONOLOGICAL LISTINGS

February 10 - March 24

10-11: Admissions. College fair, National Association of College Admission Counselors, David L. Lawrence Convention Center, Pittsburgh. Contact: NACAC, 1631 Prince Street, Alexandria, Va. 22314-2818; (703) 836-2222, fax (703) 836-8015.

10-12: Adult education. "Lifelong Learning: Improving Academic Quality During a Retrenchment Era," national conference, National University, San Diego. Contact: National University Research Institute, National University, 4025 Camino del Rio South, San Diego 92108-5100; (619) 563-7144.

10-13: Diversity. "Valuing Diversity: Building Healthy Attitudes in Diverse Communities," conference, Florida Community College at Jacksonville, Jacksonville, Fla. Contact: Elizabeth Cobb, Florida Community College at Jacksonville, 3939 Roosevelt Boulevard, Room B100E, Jacksonville, Fla. 32205; (904) 381-3443, fax (904) 381-3462.

11-12: Science. "Fractal Dimensions in Chaos Science," teleconference, National University Teleconference Network. Contact: NUTN, 210 Public Information Building, Stillwater, Okla. 74078-0633; (405) 744-5191, fax (405) 744-6886.

11-13: Admissions. "Recruiting the Graduate Student," workshop, Council for Advancement and Support of Education, Washington. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

11-14: Communication. "Making Effective Speeches," workshop, Council for Advancement and Support of Education, Washington. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

11-14: Multiculturalism. "Creating Connections: United We Make a Difference," annual conference, National Association for Multicultural Education, Sheraton Grande Hotel, Los Angeles. Contact: Priscilla Walton, California Commission on Teacher Credentialing, 1812 Ninth Street, Sacramento, Cal. 95814-7000; (916) 324-2450, fax (916) 327-3166.

12: Lincoln's Birthday

12: Faculty. "Involvement in Learning: Implications for Students and Faculty," meeting, Massachusetts Faculty Development Consortium, Waltham, Mass. Contact: Susan A. Holton, MPOC, (602) 223-4290

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Bridgewater State College, Bridgewater, Mass. 02125; (508) 697-1201; fax (508) 694-1707.

12-14: Humanities. "Inner Space, Outer Space: Humanities, Technology, and the Postmodern World," conference, Southern Humanities Council, Huntsville, Ala. Contact: John Phillips, Executive Director, S.H.C., University of Tennessee, Chattanooga, Tenn. 37403; (615) 755-4153.

12-14: International issues. "Striving for Peace: The United Nations in a New World," forum, Concordia College, Moorhead, Minn. Contact: (218) 299-4366.

12-14: Students. "The Impact of Student Judicial Affairs on the University Community: A Celebration of Five Years of Promoting Professional Excellence," annual conference, International Association for Student Judicial Affairs, Sheraton-Sand Key Reef Resort, Clearwater Beach, Fla. Contact: Linda Timm, Director, 2440 Student Judicial Office, Illinois State University, Normal, Ill. 61761; fax (309) 435-8832.

12-15: Music. Annual conference, Sonneck Society for American Music, Allommar, Pacific Grove, Cal. Contact: Kate Van Winkle Keller, 13125 Scarlet Oak Drive, Darnestown, Md. 20878; (301) 950-1953.

12-17: Teacher education. "A Cole-

bration of Diversity in Teacher Education," annual meeting, Association of Teacher Educators, Bonaventure Hotel, Los Angeles. Contact: ATE, 1900 Association Drive, Reston, Va. 22091-1502; (703) 620-3110.

14: Valentine's Day

14: Personnel. "The Human Factor of Restructuring," six seminar, College and University Personnel Association, Capital Hilton Hotel, Washington. Contact: CAPA, 1233 20th Street, N.W., Suite 503, Washington 20036; (202) 429-0311, ext. 6, fax (202) 429-0149.

14-16: Computers. Symposium on applied computing, Association for Computing Machinery, Indianapolis. Contact: Hal Berghel, University of Arkansas, c/o ACM, 575-7343, e-mail: siacpp@uafp.uark.edu.

14-17: Institutional advancement. District conference, Council for Advancement and Support of Education, Atlanta. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

14-17: Legal issues. "Law and Higher Education," conference, Stetson University, Sheraton-Sand Key Resort, Clearwater Beach, Fla. Contact: Alice Ruffner, Stetson University College of Law, 1401 61st Street South, St. Petersburg, Fla. 33707; (813) 345-1121, ext. 312.

14-17: Personnel. National seminar, College and University Personnel Association, Capital Hilton Hotel, Washington. Contact: CAPA, 1233 20th Street, N.W., Suite 503, Washington 20036; (202) 429-0311, ext. 6, fax (202) 429-0149.

18: Washington's Birthday Observed

18-17: Fund raising. "Securing Major Gifts Using Gift-Planning Techniques," seminar, National Planned Giving Institute, East Memphis Hilton Hotel, Memphis. Contact: NPGI, 5030 Poplar Avenue, Memphis 38157-1212; (901) 238-3233 or (901) 767-2330, fax (901) 761-4268.

18-19: Learning resources. "Building Learning-Resources Programs in a Changing Environment," national conference, National Learning Resources Association, Holiday Inn-Golden Gateway, San Francisco. Contact: Donald Kirkorian, LAACC, 4000 Sausal Valley Road, Sausalito, Cal. 94965; (707) 864-7106, fax (707) 864-0361.

17-19: Fund raising. "Taxes and Giving," seminar, National Planned Giving Institute, East Memphis Hilton Hotel, Memphis. Contact: NPGI, 5030 Poplar Avenue, Memphis 38157-1212; (901) 238-3233 or (901) 767-2330, fax (901) 761-4268.

17-19: Higher education. "Naples Institute Higher Education Conference," Mount Ida College, Naples Beach and Golf Club, Naples, Fla. Contact: Helen Grimaldi, Mount Ida College, 777 Dedham Street, Newton Centre, Mass. 02459; (617) 969-7000, ext. 316.

19-20: Freshman-year experience. Annual meeting on the freshman-year experience, University of South Carolina and other sponsors, Columbia, S.C. Contact: Freshman Year Experience Conference, University 101, University of South Carolina, 1728 College Street, Columbia, S.C. 29208; (803) 777-6029.

20: Students. "National Forum on the Undecided New Student," University of South Carolina, Columbia, S.C. Contact: Freshman Year Experience Conference, University 101, University of South Carolina, 1728 College Street, Columbia, S.C. 29208; (803) 777-6029.

20-24: Institutional advancement. District conference, Council for Advancement and Support of Education, Portland, Ore. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

22-24: Interdisciplinary studies. "Shame and Related Emotions," inter-

disciplinary conference, University of California, Santa Barbara, Cal. Contact: Thomas J. Scheff, Department of Sociology, University of California, Santa Barbara, Cal. 93106.

24: Ash Wednesday

24-26: Coatings. "Water-Borne, Higher-Solids, and Powder Coatings," annual symposium, Southern Society for Coatings Technology and University of Southern Mississippi, New Orleans. Contact: Robert F. Storey or Shelby F. Thames, Department of Polymer Science, University of Southern Mississippi, Southern Station Box 10076, Hattiesburg, Miss. 39406-0076; (601) 266-5193.

25-26: Fund raising. "Major-Gift Fund Raising for Deans," workshop, Council for Advancement and Support of Education, San Francisco. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

25-26: Fund raising. "Matching-Gift Forum," Council for Advancement and Support of Education, Philadelphia. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

25-26: Institutional advancement. "Making Your News Service More Effective," workshop, Council for Advancement and Support of Education, Washington. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

25-27: English. Southeast regional conference on English in the two-year college, National Council of Teachers of English, Chattanooga, Tenn. Contact: Amanda Wynn, Chattanooga State Technical Community College, 4501 Annicola Highway, Chattanooga, Tenn. 37408-1097.

25-27: Faculty. "Teaching Portfolios for Faculty Assessment and Development," national conference, Texas A&M University, San Antonio. Contact: Larry Greshman, Director, Center for Teaching Excellence, Texas A&M University, College Station, Tex. 77843-4246; (409) 845-8352, fax (409) 845-5242.

26-March 3: Equal opportunity. Empowerment, Access, and Excellence: Maximizing Opportunities for the 21st Century," annual conference, Southern Association of Educational Officials, Savannah College, P.O. Box 20265, Savannah, Ga. 31404; (912) 356-2799.

26-March 3: Summer programs. "Maximizing Summer Opportunities," conference, University of South Carolina, Columbia, S.C. Contact: University of South Carolina, Division of Continuing Education, 900 Assembly Street, Suite 200, Columbia, S.C. 29208; (803) 777-2444 or (803) 777-2260, fax (803) 777-9357.

Education, 900 Assembly Street,
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 777-2260 or (803) 777-2260, fax (803) 777-
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MARCH

3-5: Fund raising. "Winter Institute for Chief Development Officers," Council for Advancement and Support of Education, Tampa, Fla. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

3-5: Ethnic studies. National conference, National Association for Ethnic Studies, Red Lion Hotel, Salt Lake City. Contact: (801) 581-3809.

3-5: Women. "Visionary Women: Challenging Assumptions, Inspiring Change," conference, National Association for Women in Education, Seattle. Contact: NAWIE, 1325 18th Street, N.W., Suite 210, Washington 20036-4511; (202) 659-9330, fax (202) 457-0946.

4-5: Listening. "Listening as Empowerment," annual convention, International Listening Association, Omni Hotel, Memphis. Contact: Michael Gilbert, Department of Educational Leadership, University of Arkansas, 2801 South University Avenue, Little Rock, Ark. 72204-1099; (501) 369-3267.

4-5: Philosophy. Meeting, Society for the Advancement of American Philosophy, Vanderbilt University, Nashville. Contact: Larry Hickman, Philosophy Department, Texas A&M University, College Station, Tex. 77843.

4-5: Philosophy. Meeting, Society for the Advancement of American Philosophy, Vanderbilt University, Nashville. Contact: Larry Hickman, Philosophy Department, Texas A&M University, College Station, Tex. 77843.

August 5, 1992

4-7: Fund raising. "Winter Institute for Development-Services Professionals," Council for Advancement and Support of Education, Los Angeles. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

4-7: Gerontology. "Learners All: Understanding Aging Across the Life-Span," annual meeting, Association for Gerontology in Higher Education, Gulf Shores East, Louisville, Ky. Contact: AGHE, 1001 Connecticut Avenue, N.W., Suite 410, Washington 20036-5504; (202) 492-8277.

4-7: International studies. Professional-development seminar for faculty members and administrators, College Consortium for International Studies, Seville, Spain, and Lisbon, Portugal. Contact: ccis, 301 Oxford Valley Road, Suite 208, Yardley, Pa. 19087; (215) 69-4224.

4-7: Minorities. "Educating Minorities: Successes, Failures, and Challenges," conference, Institute on Desegregation, Durham Omni Hotel, Durham, N.C. Contact: Beverly W. Jones, Institute on Desegregation, North Carolina Central University, Durham, N.C. 27707; (919) 560-6433.

4-7: Teaching. "Lilly Conference on College Teaching-West," Miami University, Lake Arrowhead, Cal. Contact: Bill D. Cox, Director, Lilly Conference on College Teaching, Miami University, Oxford, Ohio 45056; (513) 529-0122.

4-7: Chiropodists. "Neurobiological Mechanisms of the Spinal Manipulation," interdisciplinary symposium, Los Angeles College of Chiropodists, Whittier, Cal. Contact: Rita M. Pierce, (310) 87-8735.

10-12: Alumni. "Workshop Series in Alumni Administration," Council for Advancement and Support of Education, St. Louis. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

11-12: History. Annual meeting, Midwest Valley History Conference, Omaha. Contact: Dale Guedert, Department of History, University of Nebraska-Lincoln 68582.

11-13: Literature. "Afro-Hispanic Literature and Criticism," research conference, Afro-Hispanic Review and other papers, University of Missouri, Columbia, Mo. Contact: Marvin A. Lewis, (616) 882-5040.

11-13: Students. "The Senior-Year Experience," conference, University of South Carolina, Washington. Contact: Senior Year Experience, University of South Carolina, 1728 College Street, Columbia, S.C. 29208; (803) 777-9393 or (803) 777-4023.

11-14: Logic. Meeting, Association for Symbolic Logic, University of Notre Dame, Notre Dame, Ind. Contact: Steve Beecher, Philosophy Department, University of Notre Dame, Notre Dame, Ind. 46556.

12-14: Philosophy. "Aristotle's Metaphysics," conference, Metaphysical Society of America, Notre Dame, Ind. Contact: David O'Connor, Philosophy Department, University of Notre Dame, Notre Dame, Ind. 46556.

12-14: Business. "International Conference on Global Business: Environment and Strategies," National Chung Kuo University, Taiwan. Contact: Bill Phillips, College of Business, Idaho State University, Campus Box 200, Pocatello, Idaho 83209-0009. (208) 236-3585, fax (208) 236-4367, or Frederick H. Wu, Director of School of Accountancy, College of Business and Administration, Southern Illinois University, Carbondale, Ill. 62901; (618) 453-2000, fax (618) 453-1961.

12-14: Teaching. "Critical-Thinking Teaching Strategies," regional workshop, Foundation for Critical Thinking, Chicago. Contact: FCT, 4655 Sonoma Mountain Road, Santa Rosa, Cal. 95404; (707) 564-2940.

14-15: Admissions. College fair, National Association of College Admission Counselors, Springfield, Mass. Contact: NACAC, 1631 Prince Street, Alexandria, Va. 22314-2818; (703) 836-2222, fax (703) 836-8015.

14-15: Personnel. "College-Teacher Interplay," seminar, SRI Gallup, Inc., New, Wash. Contact: Cheryl T. Beamer, Vice-President for Higher Education, Gallup, 301 68th Street, Lincoln, Neb. 68510; (800) 288-8592.

17: St. Patrick's Day

17-18: Computers. "Computer Case Management Symposium," Association

for Computing Machinery and other sponsors, St. Louis. Contact: Larry Westermeyer, University of Missouri, 8001 Natural Bridge Road, St. Louis 63121-4499; (314) 553-6000, e-mail: sa www.stlvmu.edu.

17-19: Fund raising. "Advanced Workshop on Planned Giving," Council for Advancement and Support of Education, San Francisco. Contact: ASPE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

17-19: Institutional advancement. "Developing a Strategic Marketing Plan," workshop, Council for Advancement and Support of Education, Washington. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

17-20: History. Meeting, Southwest Historical Association, New Orleans. Contact: SAH, 1111 University of History and Philosophy, University of Texas-Pan American, Edinburg, Tex. 78849-2999.

17-20: Sociology. "Social Sciences: Agents for Change," meeting, Southwestern Sociological Association, Clearwater College Teaching and Supply Room, Clearwater. Department of Sociology, P.O. Box 13675, University of North Texas, Denton, Tex. 76203-3675; (817) 965-2295, fax (817) 965-4663, e-mail: ssa@unt.edu.

17-20: Technology and teacher education. "Technology Across the Curriculum," Society for Technology and Teacher Education, Sheraton Harbor Island Hotel, San Diego. Contact: Association for the Advancement of Computing in Education, P.O. Box 2966, Charlottesville, Va. 22902; (804) 971-9887, e-mail: aace@vc.edu.

17-21: Arts. Annual meeting, International Association on the Fantastic in the Arts, Fort Lauderdale, Fla. Contact: C. W. Sullivan, III, English Department, East Carolina University, Greenville, N.C. 27835-4333; (919) 757-6660.

18-19: Social issues. "Transmuting the Future of a Community Society to Future Generations," spring research forum, Independent Sector, St. Anthony Hotel, San Antonio. Contact: Virginia Houghton, Independent Sector, 1828 I Street, N.W., Suite 1000, Washington 20036; (202) 457-0049.

18-20: Administration. "Management Institute for Women in Higher Education Administration," Higher Education Resource Services, Wellesley College, Wellesley, Mass. Contact: Susan Knowles, Management Institute, Wellesley College, Wellesley, Mass. 02158; (617) 235-1200.

18-20: English. Spring conference, National Council of Teachers of English, Richmond, Va. Contact: NCTE, 1111 Kenyon Road, Urbana, Ill. 61801.

18-21: Technical education. National conference, American Technical Education Association, Holiday Resort Hotel, San Diego. Contact: Betty Krump, ATA, 800 College Street, Wapeton, N.D. 58076; (701) 767-2240.

19-20: Suburban. "Contested Terrain: Power, Politics, and Participation in Suburban," conference, Hofstra University, Hempstead, N.Y. Contact: Mary Frances Kerk, Hofstra Cultural Center, Hofstra University, Hempstead, N.Y. 11550-1090; (516) 463-5041.

21-24: Technology and education. International conference on technology and education, Radio Shack Education Division and other sponsors, Massachusetts Institute of Technology, Cambridge, Mass. Contact: James Alexander, Radio Shack Education Division, 1640 Tandy Center, Fort Worth 76102; (817) 390-3051, fax (817) 390-1933.

22-23: Institutional advancement. "Special Events," workshop, Council for Advancement and Support of Education, Washington. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

22-24: Admissions. College fair, National Association of College Admission Counselors, Montgomery College, Rockville, Md. Contact: NACAC, 1631 Prince Street, Alexandria, Va. 22314-2818; (703) 836-2222, fax (703) 836-8015.

22-26: Fund raising. "Workshop for Newcomer Development," Council for Advancement and Support of Education, San Francisco. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

24-25: Fund raising. "Writing Winning Proposals," workshop, Council for Advancement and Support of Education, Cambridge, Mass. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

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JANUARY 24-27, 1993

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The University of Michigan, Ann Arbor

POSTDOCTORAL FELLOWSHIPS

Rockefeller Fellows Program
For humanities scholars working on topics relevant to the Center's project on "African Peoples in the Industrial Age," a study of the cultural boundaries crossed by people of African descent as they traversed the regions of the diaspora. The focus of the research is on the intersection of "industry," "modernity," and the "urban."
Deadline: January 5, 1993.

Du Bois-Mandela-Rodney Fellowship Program
The program theme for 1993-94 is "Figurations of Slavery in Afro-American Literature." Junior-level postdoctoral scholars whose work investigates Afro-American representations of slavery, from antebellum slave narratives to its depiction in contemporary novels, are encouraged to apply.
Deadline: January 15, 1993.

The twelve-month fellowships carry a stipend of \$30,000. Inquiries and applications may be directed to: Center for Afroamerican and African Studies, 200 W. Engineering Bldg., University of Michigan, Ann Arbor, MI 48109-1092. Tel. (313) 764-5513.

Call for Papers

The Wittenberg Review: An Undergraduate Journal of the Liberal Arts

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- fiction, poetry, drama

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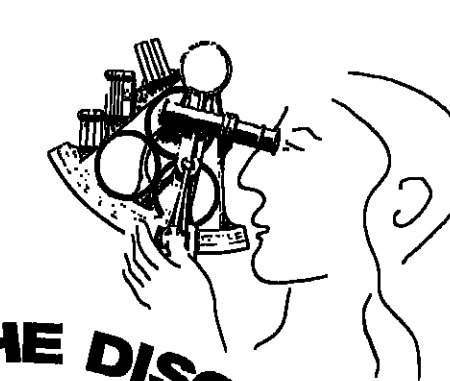
DEADLINES: DECEMBER, JUNE

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Wittenberg, Box 730
Springfield, OH 45501

August 5, 1992

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January 13-16, 1993
SEATTLE, WASHINGTON
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For more information, contact: Annual Meeting Office, Box 93C;
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(202) 387-3760

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FAX: (813) 347-4183

National Association for Multicultural Education

"Creating Connections: United We Make a Difference"

February 11-14, 1993

Keynote speakers include:
James A. Banks
University of Seattle
Joseph A. Fernandez, Chancellor
N.Y.C. Public Schools


For information, call or write:
Priscilla Walton
1812 9th Street
Sacramento, CA 95814
Phone: (916) 324-2450
FAX: (916) 327-3166

1993 National Conference
LIFELONG LEARNING
Improving Academic Quality During a Retrenchment Era

February 10-12, 1993 San Diego, CA

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For more information please call or write:
National University Research Institute
National University
4003 Camino del Rio South
San Diego, CA 92108-4110
(619) 564-7444



August 5, 1992

CHRONOLOGICAL LISTINGS

March 25 - April 8

25-26: Literature. "Baroque Poetry and Other Literary Forms: Italy, Spain, France, Germany, and England," symposium, Instituto dell'Enciclopedia Italiana and State University of New York, Stony Brook, N.Y. Contact: Irma Jaffe, Instituto dell'Enciclopedia Italiana, 250 Park Avenue, New York 10017; (212) 812-0515, fax (212) 812-0516.

25-27: Arts and public policy. "Private Lives and Public Roles: Literature and the Arts, 1500-1700," conference on literature and public policy, University of Central Florida, Orlando, Fla. Contact: Katherine Keller or Gerald Schiffrin, Department of English, University of Central Florida, Orlando, Fla. 32816.

25-27: Education. "Creating the Quality School," conference, University of Oklahoma, Holiday Inn-Airport West, Oklahoma City. Contact: Center for the Study of Small/Rural Schools, University of Oklahoma, 555 Constitution Street, Room 213, Norman, Okla. 73073; (800) 522-0772, ext. 1450 or (405) 325-1450, fax (405) 325-1824.

28-31: Multiculturalism. "Asian Americans: Looking the Past, Living the Present, Shaping the Future," conference, University of Wisconsin, La Crosse, Wis. Contact: Annette White-Parks, Department of English, University of Wisconsin, La Crosse, Wis. 54601; (608) 785-0399 or (608) 785-6503.

28-31: Renaissance studies. Meeting, South-Central Renaissance Conference, Trinity University, San Antonio. Contact: Susan Kranz, 2607 Van Dyke Avenue, Raleigh, N.C. 27606.

28-31: Students. National conference, National Council on Undergraduate Research, University of Utah, Salt Lake City. Contact: (801) 581-5809.

28-31: Multiculturalism. "Illinois, Including With Women—Histories and Cultures," interdisciplinary conference, University of Illinois, Urbana, Ill. Contact: Phyllis VanLandingham, Women's Studies Program, University of Illinois, 785 South Mathews Avenue, Urbana, Ill. 61801; (217) 333-2990, e-mail vanl@vmd.cso.uiuc.edu.

28-31: Philosophy. "The Importance of Truth," conference, American Philosophical Association, St. Louis. Contact: Michael Baer, School of Philosophy, Catholic University of America, Washington 20064-0001.

28-31: Romance novels. "Romantic Women and Readers Conference," University of Nebraska, Omaha. Contact: Mary Macchietto, College of Continuing Studies, University of Nebraska, Omaha 68182; (402) 595-2155.

21 Women. "The New Decade for Women," international colloquium, Association for the Advancement of Policy, Research, and Development in the Third World, Texas Christian University, Fort Worth. Contact: Dany Ann Brown, Department of Journalism, Texas Christian University, Fort Worth 76129; (817) 921-7425, fax (817) 921-7113.

27-31: Campus activities. Annual conference, Association of Conference and Events Directors-International, Westin Hotel, Indianapolis. Contact: Jill Lander, State University, Fort Collins, Colo. 80523; (937) 491-5151, fax (937) 491-0661.

28-31: Academic affairs. "Educating for the Common Good: An Uncommunicated Agenda," annual convention, American College Personnel Association, Kansas City, Mo. Contact: David Pelletier, Dean of Arts and Sciences, Ohio Northern University, Ada, Ohio 45810; (419) 772-2322.

28-April 3: Communication. "Language and Communication for World Business and the Professions," conference on the Lake Hotel, Ypsilanti, Mich. Contact: World College, 307 Goodwin Hall, Eastern Michigan University, Ypsilanti, Mich. 48197; (313) 487-2416, fax (313) 485-1980.

28-April 3: Multiculturalism. "Multiculturalism: Whose Language, Whose Power?" conference, College of Arts and Sciences, Bethune-Cookman College, Daytona Beach, Fla. Contact: Dolores Hubbard, Department of English, Bethune-Cookman College, 1000 N. 1st St., Daytona Beach, Fla. 32109-0926.

28-April 3: Higher education. Annual meeting, National Association for Equal Opportunity in Higher Education, Washington Hilton Hotel, Washington. Contact: NAEHE, Lovejoy Building, 400

12th Street, N.E., Second Floor, Washington 20002; (202) 543-9111.

April						
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APRIL

4-5: Fund raising. "Managing and Funding Your Institutionally Related Foundation," workshop, Council for Advancement and Support of Education, St. Louis. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

4-5: English. Annual convention, Conference on College Composition and Communication of National Council of Teachers of English, San Diego. Contact: NCTE, 1111 Kenyon Road, Urbana, Ill. 61801.

4-5: Kate Chopin. Conference on Kate Chopin, Northwestern State University, Natchitoches, La. Contact: Ada D. Jarred, Director of Libraries, Northwestern State University, Natchitoches, La. 71497; (318) 357-4401.

4-5: Languages. Annual meeting, Southwest Conference on Language Teaching, Tempe, Ariz. Contact: Joann K. Pompa, Mount Pointe High School, 4201 East Knox Road, Phoenix 85044; (602) 838-1200.

4-5: Women. "The Enduring Spirit: Women as They Age," conference, University of Nebraska, Omaha. Contact: Mary Macchietto, College of Continuing Studies, University of Nebraska, Omaha 68182; (402) 595-2155.

4-5: Philosophy. Pacific division meeting, American Philosophical Association, San Francisco. Contact: Anita Silvers, Philosophy Department, San Francisco State University, San Francisco 94132.

4-5: Men's studies. "Breaking Barriers/Building Bridges," first annual conference, American Men's Studies Association, Stony Point Center, Stony Point, N.Y. Contact: Stephen Boyd, Department of Religion, Wake Forest University, Winston-Salem, N.C. 27109.

4-5: Social issues. "35 Years Since King: Where Have We Been? Where Are We Going? Rebuilding Movements for Social Justice," conference, National Civil Rights Museum and other sponsors, Memphis. Contact: Eric Segerson, National Civil Rights Museum, 490 Mulberry Street, Memphis 38103; (901) 521-9999.

4-5: Philosophy. Colloquium to commemorate the centenary of the publication of F. H. Bradley's *Appearance and Reality*, Oxford University and other sponsors, Oxford, England. Contact: Guy Stock, Philosophy Department, University of Dundee, Dundee DD1 1HN, Scotland.

4 Palm Sunday

4-8: Private enterprise. "Economic Freedom and Quality of Life," international conference, Association of Private Enterprise Education, Washington. Contact: Jon G. Uddell, School of Business, University of Wisconsin, 1155 Observatory Drive, Madison, Wis. 53706; (608) 263-4100.

4-7: Institutional advancement. District conference, Council for Advancement and Support of Education, Lafayette, La. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

4-8: Environment. "Remote Sensing and Global Environmental Change: Tools for Sustainable Development," symposium, Consortium for International Earth Science Information Network and other sponsors, Graz, Austria. Contact: Dorothy M. Humphrey, Environmental Research Institute of Michigan, P.O. Box 134601, Ann Arbor, Mich. 48113-0001; (313) 994-1200, ext. 2296, fax (313) 994-5123.

5-8: Publications. "Tabloid Publish-

ing," workshop, Council for Advancement and Support of Education, Baltimore. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

8-7: Accreditation. Spring meeting, Council on Postsecondary Accreditation, Mark Hopkins Intercontinental Hotel, San Francisco. Contact: COPA, One Dupont Circle, N.W., Suite 305, Washington 20036; (202) 452-1433.

6 Passover

6-7: Admissions. College fair, National Association of College Admission Counselors, John B. Hynes Auditorium, Boston. Contact: NACAC, 1631 Prince Street, Alexandria, Va. 22314-2818; (703) 836-2222, fax (703) 836-8015.

6-7: Fund raising. "Fund-Raising Forum for Presidents and Chief Development Officers," Council for Advancement and Support of Education, Cambridge, Mass. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

7-10: Culture studies. Annual meeting, Popular Culture Association and the American Culture Association, New Orleans. Contact: Ray Browne, Popular Culture, Bowling Green State University, Bowling Green, Ohio 43403; (419) 372-2981, fax (419) 372-8095.

7-11: Anthropology. Meeting, Society for the Anthropology of Consciousness, Santa Barbara, Cal. Contact: Helmut Wautischer, Philosophy Department, California State University, Long Beach, Cal. 90840-2408.

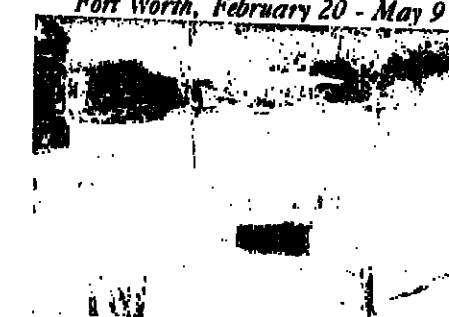
8: Science. "Issues Confronting Marine Science Ecology," teleconference, National University Teleconference Network. Contact: NUTN, 210 Public Information Building, Stillwater, Okla. 74078-0633; (405) 744-5191, fax (405) 744-6886.

8-10: Philosophy and psychology. Meeting, Southern Society for Philosophy and Psychology, New Orleans. Contact: Dorothy Coleman, Philosophy Department, College of William and Mary, Williamsburg, Va. 23185.

Events in Academic • The Chronicle of Higher Education C45

DIVERSIONS

Columbus, Ohio, October 11 - January 3
Fort Worth, February 20 - May 9



"The Paintings of George Bellows," at the Columbus Museum of Art and the Amon Carter Museum

for the Anthropology of Consciousness, Santa Barbara, Cal. Contact: Helmut Wautischer, Philosophy Department, California State University, Long Beach, Cal. 90840-2408.

8: Science. "Issues Confronting Marine Science Ecology," teleconference, National University Teleconference Network. Contact: NUTN, 210 Public Information Building, Stillwater, Okla. 74078-0633; (405) 744-5191, fax (405) 744-6886.

8-10: Philosophy and psychology. Meeting, Southern Society for Philosophy and Psychology, New Orleans. Contact: Dorothy Coleman, Philosophy Department, College of William and Mary, Williamsburg, Va. 23185.

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 - services to children and young adults in public libraries
- MLS:**
 - science reference librarians

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1993 National Conference on Higher Education

March 14-17, 1993

Washington, DC

Call AAHE today at 202/293-6440 for information. Other AAHE meetings in 1993:

- Conference on Assessment in Higher Education... June 9-12, 1993, Chicago, IL
- Conference on Faculty Roles and Rewards... date and location to be announced
- Conference on School/College Collaboration... date and location to be announced

CHRONOLOGICAL LISTINGS

April 9 - April 30

9
Good Friday

9-11: Humanities. "Democracy Ancient and Modern," conference, National Archives, Georgetown University, and National Endowment for the Humanities, Washington. Contact: Joshua Ober or Charles Hedrick, American School of Classical Studies at Athens, 41 East 72nd Street, New York 10021; (212) 861-0302.

11
Easter Sunday

12-14: Cooperative education. "Federal Government Conference," Southern Training Center for Cooperative Education, Arlington, Va. Contact: Roy T. Gregg, Jr., or William D. Taylor.

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STICE, University of Alabama, Box 870388, Tuscaloosa, Ala. 35487-0388; (205) 348-6422, fax (205) 348-2459.

13-17: English. "Designing Our World," annual convention and exposition, Teachers of English to Speakers of Other Languages, Atlanta Hilton Hotel, Atlanta, Ga. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

14-16: Fund raising. "Corporate and Foundation Support," workshop, Council for Advancement and Support of Education, Cambridge, Mass. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

14-16: Fund raising. Workshops, Council for Advancement and Support of Education, Chicago. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

15-16: Alumni. "Managing a Small Alumni Office," workshop, Council for Advancement and Support of Education, Baltimore. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

15-16: Humanities. "Fin de Millenium: What is the Future of Post-Modernism in the Humanities?" symposium, University of Nebraska, Kearney, Neb. Contact: Hans-Peter Söder, (308) 234-8336.

15-17: Teacher education. "Mid-America Challenge: Educating Teachers in Urban and Rural Settings," regional clinic, Association of Teacher Educators, Airport Hilton Hotel, Wichita, Kan. Contact: Candace B. Wells, (316) 689-3322.

15-17: Victorian studies. "Arnold and Victorian Culture," symposium, Baylor University, Waco, Tex. Contact: Roger L. Brooks, Armstrong Browning Library, Baylor University, P.O. Box 97152, Waco, Tex. 76798-7152; (817) 755-3366.

15-17: Victorian studies. "Victorian Urban Settings," annual conference, Midwest Victorian Studies Association, Chicago. Contact: D. J. Trella, Executive Secretary, mvsa, Box 288, Roosevelt University, 430 South Michigan Avenue, Chicago 60605-1394.

15-18: Multiculturalism. "The Inclusive Curriculum: Setting Our Own Agenda—A National Conference on Transforming the Curriculum to Reflect Issues of Gender, Race/Ethnicity, Class, Sexuality, and Multiculturalism," New Jersey Project, New Brunswick, N.J. Contact: National Conference, New Jersey Project, Room 315, White Hall, William Paterson College, Wayne, N.J. 07470; (201) 595-2296, fax (201) 595-2418.

15-18: Teaching. "Leadership and the Liberal Arts," conference, Marietta College and University of South Carolina, Marietta, Ohio. Contact: University 101, University of South Carolina, 1728 College Street, Columbia, S.C. 29208; (803) 777-6029.

15-20: Continuing education. "Change, Challenge, and Choice," annual conference, National University Continuing Education Association, Nashville. Contact: NUCAA, One Dupont Circle, Suite 615, Washington 20036; (202) 659-3130.

17: International issues. "The Middle East in the 1990's: A Decade of Redefinition," round table, Association for the Advancement of Policy, Research, and Development in the Third World and other sponsors, Lake Forest, Ill. Contact: Ghada Taham, Department of Politics, Lake Forest College, Lake Forest, Ill. 60045-2399; (708) 234-3100, fax (708) 234-6487.

17-18: Teaching. "Critical-Thinking Teaching Strategies," regional workshop, Foundation for Critical Thinking, Sheraton Hotel, Portland Airport, Portland, Ore. Contact: FCT, 4655 Sorensen Mountain Road, Santa Rosa, Cal. 95404; (707) 564-2940.

18: Admissions. College fair, National Association of College Admission Counselors, Indiana Convention Center, Indianapolis. Contact: NACAC, 1631 Prince Street, Alexandria, Va. 22314-2818; (703) 836-2222.

20-23: Computers. "History of Programming Languages," conference, Association for Computing Machinery, Boston. Contact: Jan Lee, 133 McBryde State University, Blacksburg, Va. 24061-0119; (703) 231-5780, BITNET: JANLEE@VT.EDU.

22-23: Admissions. "Developing a Creative and Effective Student-Recruitment Plan," workshop, Council for Advancement and Support of Education, Cambridge, Mass. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

22-24: American studies. Conference on the Reagan Presidency, Hofstra University, Hempstead, N.Y. Contact: Hofstra Cultural Center, Hofstra University, Hempstead, N.Y. 11550-1090; (516) 463-5669.

22-24: International studies. Annual meeting, Society for the Advancement of Scandinavian Study, University of Texas, Austin, Tex. Contact: John Weinstock, Department of Germanic Languages, University of Texas, Austin, Tex. 78712-1190, fax (512) 471-4025.

22-24: Philosophy. Central-division meeting, American Philosophical Association, Chicago. Contact: Hugh McCann, Philosophy Department, Texas A&M University, College Station, Tex. 77843.

22-24: Social issues. "Law and Disorder: Public Policy and Civil Unrest in California, Past and Present," annual California History Institute, University of the Pacific, Stockton, Cal. Contact: John Phillips, Sociology/Anthropology Department, University of the Pacific, Stockton, Cal. 95211; (209) 946-2930, fax (209) 946-2936.

23-24: Administration. "Management Institute for Women in Higher Education Administration," Higher Education Resource Services, Wellesley College, Wellesley, Mass. Contact: Susan Knowles, Management Institute, Wellesley College, Wellesley, Mass. 02181; (617) 283-2529.

23-24: Freshman-year experience. "Freshman-Seminar Instructor Training Workshop," University of South Carolina and other sponsors, Chicago. Contact: Freshman Year Experience Conferences, University 101, University of South Carolina, 1728 College Street, Columbia, S.C. 29208; (803) 777-6029.

23-24: Political science. Annual meeting, New York State Political Science Association, New York. Contact: Robert Heineman, Division of Social Sciences, Box 545, Alfred University, Alfred, N.Y. 14802; (607) 871-2870, or David Johnson, Department of Political Science, Columbia University, 420 West 118th Street, New York 10027; (212) 854-3955.

1993	<i>April</i>							1994
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24: Admissions. College fair, National Association of College Admission Counselors, Anaheim, Cal. Contact: NACAC, 1631 Prince Street, Alexandria, Va. 22314-2818; (703) 836-2222.

24-25: Computers. "Human Factors in Computing," conference, Association for Computing Machinery and others, Amsterdam. Contact: Carolyn Klyver, P.O. Box 1279, 1355 Redwood Way, Pacifica, Cal. 94044; (415) 738-1200.

25: Admissions. College fair, National Association of College Admission Counselors, San Diego. Contact: NACAC, 1631 Prince Street, Alexandria, Va. 22314-2818; (703) 836-2222.

25-26: Fund raising. "Major-Donor Solicitation," workshop, Council for Advancement and Support of Education, New Orleans. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

27-28: Personnel. "Pre-Professional Teacher Interview," seminar, sci Gallup, Lincoln, Neb. Contact: Cheryl T. Beamer, Vice-President for Higher Education, sci Gallup, 301 68th Street, Lincoln, Neb. 68510; (800) 288-8592.

28-29: Admissions. College fair, National Association of College Admission Counselors, Pasadena, Cal. Contact: NACAC, 1631 Prince Street, Alexandria, Va. 22314-2818; (703) 836-2222.

28-May 31: Higher education. Annual meeting, American Association of Community and Junior Colleges, Portland, Ore. Contact: AACJC, One Dupont Circle, Washington 20036; (202) 728-0200.

30-May 31: American studies. "The Cultures of Technology: Science, Media, and the Arts," annual conference, New England American Studies Association, Brandeis University, Waltham, Mass. Contact: Lois Runkel, Director, American Studies Program, University of Massachusetts, 100 Morrissey Boulevard, Boston 02215.

CALL FOR PRESENTATIONS
The Second National Conference on
CREATING THE QUALITY SCHOOL

March 25-27, 1993
Holiday Inn Airport West
Oklahoma City, Oklahoma

KEYNOTE SPEAKER: Dr. Hillery Motsinger, founder of Success-N-School.

FEATURING OTHER NATIONAL EXPERTS such as Dr. Michael Richardson of Clemson, Dr. Marilyn Grady of Nebraska, Dr. Edward Chance of Oklahoma, and Mr. Don Lowry, creator of True Colors.

This conference is designed to allow for a maximum dialogue between practitioners, researchers, and theoreticians culminating in the capstone presentation by Dr. Hillery Motsinger. Administrators, teachers, school board members, support personnel, state department employees, higher education faculty, and community leaders will benefit from this conference.

The Conference will be held at the Holiday Inn West—a Holiday hotel with free shuttle to and from the airport. Room rates are (1-4 people) \$49 outside the Holiday or \$59 inside the Holiday.

For Registration and Presentation Information Contact:
Center for the Study of Small/Rural Schools
University of Oklahoma
555 Constitution Street, Room 213
Norman, Oklahoma 73037-0005
Phone: 405/325-1450
Toll Free: 800/522-0772 x 1450
Fax: 405/325-1824
Conference Registration Fee: \$145

CALL FOR PAPERS
The Association to Preserve the
Eatonville Community, Inc. (P.E.C.)
ANNOUNCES
AN INTERNATIONAL CELEBRATION

The Fifth Annual
ZORA NEALE HURSTON
Festival of the Arts and Humanities
January 24-30, 1994 • Eatonville, Florida
(The Hometown of the Author)

THEME: "Zora Neale Hurston—A Global Perspective"

P.E.C. welcomes papers which explore new ideas stemming from the work of Zora Neale Hurston. Particular emphasis should be given to the international perspective of Hurston's work. Four principal themes will be examined, and papers from the following disciplines will be presented:

Theatre—Papers which explore the importance of Hurston's contributions to the theatre as evidenced in her use of religion, music, ritual, and dance.

Music—Papers which explore the uniqueness of Hurston's contributions to music, the presence of music in her work, both fiction and non-fiction, and the use of her work by musicians.

Literature—Papers which examine Hurston's influence in literature as evidenced by her impact on feminist scholarship and its impact (or lack of) on African-American women writers.

Folklore—Papers which discuss the significance of Hurston's contributions to folklore as evidenced in her research methodology, interpretation, and presentation of folk idiom and ritual in Black cultures.

Only 250-word, one-page abstracts in English will be considered.

Firm Deadline: March 15, 1993 (Postmarked)

Send to: Hurston Papers, 1994, P.E.C., Inc., P.O. Box 2586, Eatonville, Florida 32751. FAX: 407-647-3959.

A reply will be forthcoming by June 19, 1993 (Postmarked).

August 5, 1992

Athletics

MEETINGS • CHAMPIONSHIPS • BOWL GAMES

MEETINGS

October 7-11: Governance. Annual meeting, National Association of Intercollegiate Athletics, Kansas City, Mo. Contact: NIAA, 1721 Baltimore Avenue, Kansas City, Mo. 64105; (816) 842-3030.

October 23: Faculty role in athletics. Annual meeting, Faculty Athletics Representatives Association, Atlanta. Contact: Richard Dunn, president of FARA, (800) 545-2690.

December 2-5: Sports business. *Athletic Business* Conference, Orlando. Contact: *Athletic Business*, (800) 723-8764.

December 10-14: Governance. Annual meeting, Canadian Interuniversity Athletic Union, Ottawa. Contact: CIU, (613) 748-5519.

January 13-16: Governance. Annual meeting, National Collegiate Athletic Association, Loew's Anatole Hotel, Dallas. Contact: NCAAA, (913) 339-1906.

March 21-April 1: Governance. Annual legislative assembly, National Junior College Athletic Association, Buffalo, N.Y. Contact: NUCAA, P.O. Box 7305, Colorado Springs 80933-7305; (719) 590-9785.

April 24: Recreational sports. Annual meeting, Canadian Intramural Recreation Sports Association, Houston. Contact: NIRA, G11 Coliseum Room 21, Oregon State University, Corvallis, Ore. (503) 737-2088.

CHAMPIONSHIPS

November 6-7: Field hockey. National Junior College Athletic Association, Mitchell College.

November 6-8: Field hockey. Canadian Interuniversity Athletic Union, U. of British Columbia.

November 7: Men's and women's cross country. Canadian Interuniversity Athletic Union, McGill U.

November 8: Field hockey. Division II, National Collegiate Athletic Association, site to be determined.

November 12-15: Men's soccer. Canadian Interuniversity Athletic Union, U. of Quebec.

November 12-15: Women's soccer. Canadian Interuniversity Athletic Union, U. of Quebec.

November 13-14: Field hockey. Division III, National Collegiate Athletic Association, site to be determined.

November 14: Men's and women's cross country. Division III, National Collegiate Athletic Association, site to be determined.

November 15: Women's soccer. Division II, National Collegiate Athletic Association, site to be determined.

November 15-22: Women's volleyball. Division III, National Collegiate Athletic Association, site to be determined.

November 20-21: Women's volleyball. Division III, National Collegiate Athletic Association, site to be determined.

November 20-22: Men's soccer. Division II, National Collegiate Athletic Association, site to be determined.

November 21: Men's and women's cross country. National Association of Intercollegiate Athletics, U. of Wisconsin-Parkside.

November 21: Men's and women's cross country. Division II, National Collegiate Athletic Association, Slippery Rock U.

November 21: Men's and women's cross country. Divisions I and II, National Junior College Athletic Association, Graceland Community College.

November 21: Men's and women's cross country. Division III, National Collegiate Athletic Association, Union College (N.Y.).

November 21-22: Field hockey. Division I, National Collegiate Athletic Association, Virginia Commonwealth U.

November 22-23: Men's soccer. Division II, National Collegiate Athletic Association, site to be determined.

November 23: Women's soccer. Division I, National Collegiate Athletic Association, site to be determined.

November 23: Men's and women's cross country. Division I, National Collegiate Athletic Association, Indiana U.

November 23-24: Women's volleyball. Division II, National Collegiate Athletic Association, Miami-Dade Community College.

November 23-27: Women's soccer. National Association of Intercollegiate Athletics, site to be determined.

November 23-28: Men's soccer. National Association of Intercollegiate Athletics, Incarnate Word College.

November 28-29: Men's water polo. National Collegiate Athletic Association, California State U. at Long Beach.

December 3-5: Men's and women's volleyball. National Association of Intercollegiate Athletics, site to be determined.

December 4-6: Men's soccer. Division I, National Collegiate Athletic Association, Davidson College.

December 5-7: Women's volleyball. Division II, National Collegiate Athletic Association, site to be determined.

December 12: Football. Division I, National Collegiate Athletic Association, Braly Municipal Stadium, Florence, Ala.

December 12: Football. Division III, National Collegiate Athletic Association, Amos Alonzo Stagg Bowl, Bradenton, Fla.

December 17-19: Women's volleyball. Division I, National Collegiate Athletic Association, U. of New Mexico.

December 19: Football. Division II, National Collegiate Athletic Association, site to be determined.

December 19: Football. Division I-AA, National Collegiate Athletic Association, Marshall U.

February 28-27: Wrestling. Canadian Interuniversity Athletic Union, U. of Manitoba.

February 28-27: Wrestling. National Junior College Athletic Association, Bismarck, N.D.

March 3-6: Men's and women's swimming and diving. National Junior College Athletic Association, Fort Pierce, Fla.

March 3-6: Women's basketball. Division I, National Association of Intercollegiate Athletics, Jackson, Tenn.

March 4-6: Men's and women's indoor track. National Junior College Athletic Association, Manhattan, Kan.

March 4-6: Women's basketball. Canadian Interuniversity Athletic Union, U. of Victoria.

March 5-6: Men's and women's indoor track and field. National Association of Intercollegiate Athletics, Kansas City, Mo.

March 5-6: Wrestling. Division II, National Collegiate Athletic Association, U.S. Coast Guard Academy.

March 5-7: Men's and women's swimming and diving. Canadian Interuniversity Athletic Union, U. of Toronto.

March 5-6: Men's ice hockey. National Junior College Athletic Association, Bettendorf, Iowa.

March 6-7: Men's volleyball. Canadian Interuniversity Athletic Union, U. of Alberta.

March 10-13: Men's and women's swimming and diving. National Association of Intercollegiate Athletics, Canton, Ohio.

March 10-13: Men's and women's swimming and diving. Division II, National Collegiate Athletic Association, site to be determined.

March 11-13: Men's and women's bowling. National Junior College Athletic Association, Hudson Valley Community College.

March 11-13: Men's basketball. Division III, National Junior College Athletic Association, State U. of New York College of Technology at Delhi.

March 11-13: Women's swimming and diving. Division III, National Collegiate Athletic Association, Emory U.

March 11-13: Women's basketball. Division II, National Association of Intercollegiate Athletics, site to be determined.

March 11-14: Women's basketball. Division II, National Association of Intercollegiate Athletics, site to be determined.

March 12-13: Men's and women's indoor track. Division I, National Collegiate Athletic Association, Hoosier Dome, Indianapolis.

March 12-13: Men's and women's indoor track. Division II, National Collegiate Athletic Association, site to be determined.

March 12-13: Men's and women's indoor track. Division II, National Collegiate Athletic Association, site to be determined.

March 12-13: Men's and women's indoor track. Division II, National Collegiate Athletic Association, site to be determined.

March 12-13: Men's and women's indoor track. Division II, National Collegiate Athletic Association, site to be determined.

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March 12-13: Men's and women's indoor track. Division II, National Collegiate Athletic Association, site to be determined.

Events in Academe • The Chronicle of Higher Education C47

ional Junior College Athletic Association, Shreveport, La.
December 5: Texas Junior College Shrine Bowl. National Junior College Athletic Association, Rose Stadium, Tyler, Tex.

December 6: Dixie Rotary Bowl. National Junior College Athletic Association, Hansen Stadium, St. George, Utah.

December 8: Mid America Bowl. National Junior College Athletic Association, Union Stadium, Tulsa, Okla.

December 12: Las Vegas Silver Bowl. Division I, National Collegiate Athletic Association, Las Vegas.

December 25: Aloha Bowl. Division I, National Collegiate Athletic Association, Honolulu.

December 29: Copper Bowl. Division I, National Collegiate Athletic Association, Tempe, Ariz.

December 29: Freedom Bowl. Division I, National Collegiate Athletic Association, Anaheim, Cal.

December 29, 30, or 31: California Rival Bowl. Division I, National Collegiate Athletic Association, Fresno, Cal.

December 30: Holiday Bowl. Division I, National Collegiate Athletic Association, San Diego.

December 31: Gator Bowl. Division I, National Collegiate Athletic Association, Jacksonville, Fla.

December 31: Independence Bowl. Division I, National Collegiate Athletic Association, Shreveport, La.

December 31: John Hancock Bowl. Division I, National Collegiate Athletic Association, El Paso.

January 1: Blockbuster Bowl. Division I, National Collegiate Athletic Association, Memphis.

January 1: Cotton Bowl. Division I, National Collegiate Athletic Association, Dallas.

January 1: Fiesta Bowl. Division I, National Collegiate Athletic Association, Tempe, Ariz.

January 1: Florida Citrus Bowl. Division I, National Collegiate Athletic Association, Orlando, Fla.

January 1: Hall of Fame Bowl. Division I, National Collegiate Athletic Association, Tampa, Fla.

January 1: Sugar Bowl. Division I, National Collegiate Athletic Association, New Orleans.

January 2: Peach Bowl. Division I, National Collegiate Athletic Association, Atlanta.

January 2: Sun Bowl. Division I, National Collegiate Athletic Association, El Paso.

January 2: Tangerine Bowl. Division I, National Collegiate Athletic Association, Orlando, Fla.

January 2: Valparaiso Bowl. Division I, National Collegiate Athletic Association, Valparaiso, Ind.

January 2: Waco Bowl. Division I, National Collegiate Athletic Association, Waco, Tex.

January 2: Yellow Jacket Bowl. Division I, National Collegiate Athletic Association, Bismarck, N.D.

January 2: Zephyr Bowl. Division I, National Collegiate Athletic Association, Reno, Nev.

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January 2: Zephyr Bowl. Division I, National Collegiate Athletic Association, Reno, Nev.

Automotive Technology

February 3-5, 1993
Daytona Beach, Florida • Ocean Center

Exhibition and Trade Show
February 4, 1993

For more information please contact:
Linda Combs 904-254-4450</

Deadlines

Continued From Preceding Page
Contact: David O'Connor, Philosophy Department, University of Notre Dame, Notre Dame, Ind. 46556.

September 1: Philosophy. Proposals for possible presentations at conferences of the Society for the Philosophy of Science and the Philosophy of Language in April in San Francisco and Chicago. Contact: Andre Minerva, Philosophy Department, University of Sudbury, Sudbury, Ontario P3Z 2C6.

September 1: Philosophy. Proposals for possible presentations at a meeting of the Society for the Philosophy of Sex and Love in April in Chicago. Contact: Alan Sobie, Philosophy Department, University of New Orleans, New Orleans 70148.

September 1: Philosophy and technology. Papers on the theme "Technology and Ecology" for possible presentation at a conference of the Society for Philosophy and Technology in May in Valencia, Spain. Contact: Larry A. Hickman, Philosophy Department, Texas A&M University, College Station, Tex. 77843-4237.

September 1: Theater. Manuscripts for possible publication in *New England Theatre Journal*. Contact: Charles E. Combs, Editor, *New England Theatre Journal*, Berklee College of Music, 1140 Joy Street, Boston 02115.

September 12: Multidisciplinary studies. Proposals on the theme "Self-Organization, Chaos, and the Dynamics of Life" for possible presentations at a symposium in November in Vermillion, S.D. Contact: G. P. Scott, Chemistry Department, University of South Dakota, Vermillion, S.D. 57069; (605) 677-5487, fax (605) 677-6397.

September 15: English. Abstracts of papers on the theme "Multiculturalism: Whose Language? Whose Literature?" for possible presentation at the annual meeting of the College Language Association, in March and April in Daytona Beach, Fla. Contact: Warren Carson, Department of English, University of South Carolina, Spartanburg, S.C. 29303; (803) 599-2634.

September 15: Feminism. Papers for possible presentation at a meeting of the Society for Analytical Feminism in April in San Francisco. Contact: H. E. Baber, Philosophy Department, University of San Diego, Alcalá Park, San Diego 92110.

September 15: Foreign languages. Abstracts of papers on the theme "Multiculturalism: Whose Language? Whose Literature?" for possible presentation at the annual meeting of the College Language Association, in March and April in Daytona Beach, Fla. Contact: Thomas N. Hammond, Division of Multidisciplinary Studies, North Carolina State University, Raleigh, N.C. 27695-7107; (919) 513-2479, fax (919) 515-7856.

September 15: Multiculturalism. Proposals on the theme "Asian Americans: Probing the Past, Living the Present, Shaping the Future" for possible presentation at a conference in March in La Crosse, Wis. Contact: Annette White-Parks, English Department, University of Wisconsin, La Crosse, Wis. 54601; e-mail MAW100@UW-LA.

September 15: Multiculturalism. Proposals on the theme "The Inclusive Curriculum: Setting Our Own Agenda" for possible presentations at a national conference to be held in April in New Brunswick, N.J. Contact: National Conference, c/o William Paterson College, Wayne, N.J. 07470; (201) 595-2296, fax (201) 595-2418.

September 15: Multiculturalism and hypermedia. Manuscripts on the theme "Multimedia/Hypermedia: Learning Environments" for possible publication in a special issue of *Journal of Educational Multimedia and Hypermedia*. Contact: David H. Jonassen, University of Colorado, Campus Box 106, P.O. Box 173364, Denver 80217-3364; (303) 556-3354, fax (303) 556-4479.

September 15: Nutrition and chiropractic. Proposals on the theme "Nutrition and Disease" for possible presentations at an annual symposium on nutrition and chiropractic, in November in Davenport, Iowa. Contact: Moira Ansari, Board of Nutrition, Palmer College of Chiropractic, 1000 Brady Street, Davenport, Iowa 52803; (800) 722-2566, ext. 707.

September 15: Philosophy. Papers for possible presentation at the annual Northwest conference on philosophy, in November in Boise, Idaho. Contact: Andrew Schoedinger, Philosophy Department, Boise State University, Boise, Idaho 83725.

September 15: Women. Proposals on the theme "Visionary Women: Challenging Assumptions, Inspiring Change" for possible presentations at a conference of the National Association for Women's Education in March in Seattle. Contact: Bekki Lee, Associate Dean of Students, Amherst College, Box 2206, Amherst, Mass. 01002; (413) 542-2336.

September 15: Inservice education. Proposals for possible presentations at the annual national conference of the National Council of States on Inservice Education, in November in San Diego. Contact: James P. Collins or Linda A. Pionese, NCSE, 402 Huntington Hall, Syracuse, N.Y. 13244-2340; (315) 443-4167.

September 21: Diversity. Proposals on the theme "Valuing Diversity: Building Healthy Attitudes in Diverse Communities" for possible presentations at a conference in February in Jacksonville, Fla. Contact: Elizabeth Cobb, Florida

Community College at Jacksonville, 3939 Roosevelt Boulevard, Room D100E, Jacksonville, Fla. 32205; (904) 381-3443, fax (904) 381-3462.

September 21: Multiculturalism. Manuscripts on the theme "Native American Perspectives on Healing Conflicts" for possible publication in *Mediation Quarterly*. Contact: Diane LeResche, (305) 438-1621 or (505) 474-0755, or Peter Maida, Editorial Office, *Mediation Quarterly*, 6242 29th Street, N.W., Washington 20015; (202) 362-2515.

September 21: Philosophy. Papers for possible presentation at a meeting of the West Virginia Philosophical Society in October in Charleston, W. Va. Contact: Fred A. Seddon, Philosophy Department, Wheeling Jesuit College, Wheeling, W. Va. 26060.

September 21: Humanities. Proposals on the theme "Fin de Millennium: What is the Future of Post-Modernism in the Humanities?" for possible presentations at a symposium, in April in Kearney, Neb. Contact: Hans-Peter Söder, Department of Foreign Languages, University of Nebraska, Kearney, Neb. 68849; (308) 234-8536.

September 21: Philosophy. Proposals on the theme "A Contemporary Sublime: The Philosophy and Art of Extremity. Representing the Unrepresentable" for possible presentations at a conference in November in Rochester, N.Y. Contact: Timothy H. Engstrom, Philosophy Department, Rochester Institute of Technology, Rochester, N.Y. 14623-0887.

September 21: Teacher education. Proposals for possible presentations at the Northeast Regional Conference on Classroom Techniques for America 2000, in January in Cincinnati. Contact: Georgina Kettinger, Higher Education Coordinator, Northeast Regional Center for Drug Free Schools and Communities, 12 Overton Avenue, Sayville, N.Y. 11782-0403.

October 1: History. Proposals for possible presentations at a meeting of the Southern Historical Association, in March in New Orleans. Contact: Steven Webb, Department of History, Louisiana Tech University, Ruston, La. 71272.

October 1: Management. Articles on total quality management, for possible publication in a special issue of *Quality Assurance and Utilization Review*. Contact: David J. Jones or James S. Ziegenfuss, Jr., Pennsylvania State University, 777 West Harrisburg Pike, Middletown, Pa. 17057-4898; (717) 948-6227.

October 1: Philosophy. Abstracts of papers on the theme "Examination of Possible Contemporary Uses of Platonism" for possible presentations at a conference of the Society for Contemporary Assessment of Platonism in April in San Francisco. Contact: Mary Carman Rose, 402 Clittings Avenue, Baltimore 21212.

October 1: Philosophy. Abstracts of papers for possible presentation at a conference of the Society for Realist/Antirealist Discussion in April in San Francisco. Contact: Mary Carman Rose, 402 Clittings Avenue, Baltimore 21212.

October 1: Philosophy. Papers for possible presentation at a conference of the Society for Realist/Antirealist Discussion, in April in San Francisco. Contact: Mary Carman Rose, 402 Clittings Avenue, Baltimore 21212.

October 1: Philosophy. Papers for possible presentation at a meeting of the Iowa Philosophical Society in October in Ames, Iowa. Contact: Michael Bish-

op, Philosophy Department, Iowa State University, Ames, Iowa 50011.

October 1: Philosophy. Proposals on the theme "Guilt, Atonement, Repentance, Apology, Reparation, Penance, and Forgiveness From a Christian, Jewish, Islamic, Theological, or Deontological Perspective" for possible presentations at a conference in December in Jerusalem. Contact: Bernard Klein, Kingsborough Community College, 2001 Oriental Boulevard, Brooklyn, N.Y. 11235.

October 1: Suburbia. Proposals on the theme "Contested Terrain: Power, Politics, and Participation in Suburbia" for possible presentations at a conference in March in Hempstead, N.Y. Contact: Mary Frances Klerk, Hofstra Cultural Center, Hofstra University, Hempstead, N.Y. 11550-1090; (516) 463-5041.

October 1: Technology and teacher education. Proposals for possible presentations at the annual conference of the Society for Technology and Teacher Education, in March in San Diego. Contact: Jerry Willis, College of Education, University of Houston, Houston 77204-5871; (713) 749-1633, fax (713) 749-1119.

October 1: Teaching. Proposals for possible presentations at the Lilly Conference on College Teaching in October in Oxford, Ohio. Contact: Milton D. Cox, Director, Lilly Conference on College Teaching, Miami University, Oxford, Ohio 45056; (513) 529-6222.

October 1: British studies. Proposals for possible presentations at the annual meeting of the Southern Conference on British Studies, in November 1993 in Orlando, Fla. Contact: John L. Gordon, Jr., Department of History, University of Richmond, Richmond, Va. 23173.

October 1: Aging. Articles on the theme "Mental Health of the Forgotten Aged"—e.g., aging priests and nuns, gays and lesbians, Americans retired abroad, Holocaust survivors, etc., for possible publication in *Clinical Gerontologist*. Contact: T. L. Brink, 1103 Church Street, Redlands, Cal. 92374.

October 1: Arts. Proposals for possible presentations at the annual conference of the International Association on the Fantastic in the Arts, in March in Fort Lauderdale, Fla. Contact: C. W. Sullivan, III, English Department, East Carolina University, Greenville, N.C. 27853-4353; (919) 757-6660.

October 1: History. Proposals for possible presentations at the annual conference of the French Colonial Historical Society, in May in Providence, R.I. Contact: Philip Boucher, Department of History, University of Alabama, Huntsville, Ala. 35899.

October 1: History. Proposals for possible presentations at the annual Midwest Valley History Conference, in March in Omaha. Contact: Dale Gaudet, Department of History, University of Nebraska, Omaha 68182.

October 1: Humanities. Proposals on the theme "The Space, Outer Space: Humanities, Technology and the Post-modern World" for possible presentations at a conference of the Southern Humanities Council in February in Huntsville, Ala. Contact: Daniel Schechter, Department of English, University of Alabama, Huntsville, Ala. 35899.

October 1: Logic. Proposals for possible presentations at a meeting of the Association for Symbolic Logic in January in San Antonio. Contact: C. Ward Henson, Mathematics Department, University of Illinois, Urbana, Ill. 61801.

October 1: Multiculturalism. Manuscripts on multiculturalism in America for possible publication in *Proteus*. Contact: Managing Editor, *Proteus*, Old Main 302A, Shippensburg University, Shippensburg, Pa. 17257; (717) 532-1206.

October 1: Multiculturalism and hypermedia. Proposals for possible presentations at the World Conference on Educational Multimedia and Hypermedia, in June in Orlando, Fla. Contact: Association in Education, P.O. Box 2966, Charlotteville, Va. 22902; (804) 973-3587, fax (804) 978-7449, e-mail AACBE@VIA-OMU.EDU.

October 1: Philosophy. Abstracts of papers on the theme "Time and His Settling" for possible presentation at a conference of the Hume Society in July in Ottawa. Contact: Dorothy Coleman, Philosophy Department, Col-

lege of William and Mary, Williamsburg, Va. 23185.

October 1: Philosophy. Proposals on the theme "The Importance of Truth" for possible presentations at a conference of the American Catholic Philosophical Association in March in St. Louis. Contact: Michael Barr, School of Philosophy, Catholic University of America, Washington 20064-0001.

October 1: Reading. Articles for the biennial yearbook of the College Reading Improvement of the International Reading Association. Contact: Alice M. Scales, Editor, *Innovative Learning Strategies*, 192-194, 4181 Forbes Quadrangle, University of Pittsburgh, Pittsburgh 15260.

October 1: Sociology. Proposals on the theme "Social Science: Agents for Change" for possible presentations at the annual meeting of the Southwest Sociological Association, in March in New Orleans. Contact: Rudy Ray P.O. Box 13675, University of North Texas, Denton, Tex. 76203-3675; (817) 565-2395, fax (817) 565-4663.

October 1: Women. Proposals for possible presentations at an international conference for women in higher education in January in El Paso. Contact: Sandra Beyer, Director, Women's Studies Program, University of Texas, El Paso 79968; (915) 747-5200.

October 1: Faculty. Proposals on the theme "Involvement in Learning: Implications for Students and Faculty" for possible presentations at a faculty development conference in February in Waltham, Mass. Contact: Susan A. Holton, Massachusetts Faculty Development Consortium, Bridgewater State College, Bridgewater, Mass. 02325; (508) 697-1201; fax (508) 691-1707.

November 1: Kato Chopin. Proposals for possible presentations at a conference on Kato Chopin, in April in Natchitoches, La. Contact: Ada D. Jarred, Director, Libraries, Northwestern State University, Natchitoches, La. 71497; (318) 357-4403.

November 1: International studies. Proposals on the theme "European Integration After 1992 and Maastricht" for possible presentations at the biennial conference of the European Community Studies Association, in May in Washington. Contact: Pierre Laurent, Department of History, East Hall, Tufts University, Medford, Mass. 02155; (617) 627-3979, fax (617) 627-3478.

November 1: International studies. Proposals on the theme "The Middle East in the 1990s: A Decade of Redefinition" for possible presentations at a round table in April in Lake Forest, Ill. Contact: Ghada Talhami, Department of Politics, Lake Forest College, Lake Forest, Ill. 60045; (708) 234-3100, fax (708) 234-2408.

November 1: Men's studies. Proposals on the theme "Breaking Barriers/Building Bridges" for possible presentations at the first annual conference of the National Men's Studies Association, in April in Stony Point, N.Y. Contact: Stephen Boyd, Department of Religion, Box 7212, Wake Forest University, Winston-Salem, N.C. 27109.

November 1: Philosophy. Abstracts of papers for possible presentation at a conference of the Society for Realist/Antirealist Discussion, in April in Chicago. Contact: Mary Carman Rose, 402 Clittings Avenue, Baltimore 21212.

November 1: Philosophy. Proposals on the theme "University and Community" for possible presentations at a conference in January in Rochester, N.Y. Contact: John T. Sanders, Philosophy Department, Rochester Institute of Technology, Rochester, N.Y. 14623.

November 1: Social issues. Proposals on the theme "Gangs, Schools, and Community" for possible presentations at a national conference in May in Orlando, Fla. Contact: (800) 537-4903.

November 1: Women. Proposals for possible presentations at an international colloquium of the Research and Writing Group on "Women in Development" of the Association for the Advancement of Policy, Research, and Development in the Third World, in March in Fort Worth. Contact: Doug Ann Newman, Department of Journalism, Texas Christian University, Fort Worth 76129; (817) 921-7425, fax (817) 921-7133.

November 1: Social issues. Articles on the theme "Poverty in the United States" for possible publication in *AJC Journal of Business*. Contact: Irwin Smolowitz, Dean, School of Business Administration, American International College, Springfield, Mass. 01109-9983.

November 1: Computing and education. Manuscripts on research and applications of computers in mathematics and science education for possible publication in *Journal of Computers in Math-*

August 5, 1992

August 5, 1992

ematics and Science Teaching. Contact: David P. Shephard, Schools Mathematics and Science Center, Purdue University, West Lafayette, Ind. 47907-1442; e-mail JCS@PURDUE.EDU.

November 1: Culture studies. Proposals for possible presentations at the annual meeting of the Far West Popular Culture Association and Far West American Culture Association, in January in Las Vegas. Contact: Felicity in Campbell, Department of English, University of Nevada, Las Vegas 89154-9011; (702) 739-3333, fax (702) 597-4801.

November 1: History of sport. Proposals for possible presentations at the annual convention of the North American Society for Sport History, in May in Albuquerque, N.M. Contact: Joan Paul, Department of Human Performance and Sport Studies, University of Tennessee, Knoxville, Tenn. 37996-2700.

November 1: Philosophy and psychology. Proposals for possible presentations at a meeting of the Southern Sociological Association and Psychology, in April in New Orleans. Contact: Dorothy Coleman, Philosophy Department, College of William and Mary, Williamsburg, Va. 23185.

November 1: Social issues. Proposals on the theme "Law and Disorder: Public Policy and Civil Unrest in California Past and Present" for possible presentations at the annual California History Institute, in April in Stockton, Cal. Contact: John Phillips, Sociology/Anthropology Department, University of the Pacific, Stockton, Cal. 95211; (209) 946-2830, fax (209) 946-2596.

November 1: Sports literature. Proposals for possible presentations at the annual convention of the Sport Literature Association, in May in Albuquerque, N.M. Contact: Bill Platt, P.O. Box 103, Wilson, Ala. 35187.

November 1: Women. Articles about women in community colleges for possible publication in *Journal of the American Association of Women in Community and Junior Colleges*. Contact: Diana Heit Cox, Box 447, Amarillo College, Amarillo, Tex. 79178; (806) 371-5175 or (806) 371-5469.

November 1: Libraries. Proposals for possible presentations at a conference of campus library services, in October 1993 in Kansas City. Contact: Anne Casey, Off-Campus Library Services, Central Michigan University, Park 311, M. Pleasant, Mich. 48859; (517) 774-4800, fax (517) 774-4855.

November 1: Anthropology. Proposals for possible presentations at a meeting of the Society for the Anthropology of Consciousness, in April in Santa Barbara, Cal. Contact: Helmut Wautschick, Philosophy Department, California State University, Long Beach, Cal. 90840-2408.

November 20: Political science. Proposals for possible presentations at the annual meeting of the New York State Political Science Association, in April in New York. Contact: Robert Heinemann, Division of Social Sciences, Box 5435, Alfred University, Alfred, N.Y. 14802; (607) 871-2870, or David Johnston, Department of Political Science, Columbia University, 420 West 118th Street, New York 10027; (212) 854-3955.

November 20: Social issues. Proposals on the theme "25 Years Since the King: Where Have We Been? Where Are We Going? Rebuilding Movements for Social Justice" for possible presentations at a conference in April in Memphis. Contact: Linda Reed, History Department, University of Houston, 4800 Calhoun Road, Houston 77204-3785 and Michael Hughes, University of Washington, 110 A Street, Tacoma, Wash. 98402.

November 21: African-American studies. Abstracts of papers for possible presentations at the convention of the National Conference of African-American Studies, in February in Petersburg, Va. Contact: Lemuel Berry, Jr., Dean, Hume State University, P.O. Box 9043, Petersburg, Va. 23806; (804) 524-3068.

November 30: Oology. Proposals for possible presentations at the annual symposium on water-borne, higher-volatil, and powder coatings, in February in New Orleans. Contact: Robyn F. Stuever or Shelby F. Thomas, Department of Polymer Science, University of Southern Mississippi, Southern Station Box 020, Hattiesburg, Miss. 39406-0076; (601) 266-3193.

November 30: Business. Proposals for possible presentations at an international conference on global business, in College of Business, Idaho State University, Pocatello 83202. Contact: (208) 236-3567, or Frederick H. Wu, Director of Business and Administration, Southern Illinois University, Carbondale

dale, Ill. 62901; (618) 453-2289, fax (618) 453-7961.

December 1: Feminism. Papers for possible presentation at a meeting of the Society for Analytical Feminism, in April in Chicago. Contact: Virginia Klenk, Philosophy Department, West Virginia University, Morgantown, W. Va. 26506.

December 1: History. Papers on the theme "World War II—A 50-Year Perspective" for possible presentations at a conference in June in Louisville, N.Y. Contact: Thomas O. Kelly, History Department, Siena College, 515 London Road, Loudonville, N.Y. 12121-1462.

December 1: Interdisciplinary studies. Proposals on the theme "Shame and Related Emotions" for possible presentations at an interdisciplinary conference in February in Santa Barbara, Cal. Contact: Thomas J. Scheff, Department of Sociology, University of California, Santa Barbara, Cal. 93106.

December 1: Liberal arts. Essays, lectures, or drama written by students for possible publication in *The Wittenberg Review: an Undergraduate Journal of the Liberal Arts*. Contact: University Editor, Wittenberg University, Box 720, Springfield, Ohio 45501.

December 1: Victorian studies. Proposals on the theme "Victorian Urban Settings" for possible presentations at the annual conference of the Midwest Victorian Studies Association, in April in Chicago. Contact: D. J. Treln, Executive Secretary, MVA, Box 288, Roseau, Minn. 55069; (612) 338-6100, fax (612) 338-6005.

December 4: Private enterprise. Proposals on the theme "Economic Freedom and Quality of Life" for possible presentations at the international conference of Association of Private Enterprise Education, in April in Washington, D.C. Contact: Jon G. Udell, School of Business, University of Wisconsin, 1155 Observatory Drive, Madison, Wis. 53706; (608) 263-4100.

December 11: Teaching. Proposals for possible presentations at the Lilly Conference on College Teaching, in March in Lake Arrowhead, Cal. Contact: Milton D. Cox, Director, Lilly Conference on College Teaching, Miami University, Oxford, Ohio 45056; (513) 529-6222.

December 12: Artificial intelligence and education. Proposals for possible presentations at the World Conference on Artificial Intelligence in Education, in August in Edinburgh, Scotland. Contact: Association for the Advancement of Computing in Education, P.O. Box 3904, Fairhope, Ala. 36532; (804) 973-1987, fax (804) 978-7449, e-mail AACED@VIA-OMU.EDU.

December 31: American studies. Proposals on the theme "American Studies: The Shape of the Field" for possible presentations at a conference in October 1993 in Winterthur, Del. Contact: Ann Smoot Mattin or J. Ritchie Garrison, Advanced Studies Section, Winterthur Museum, Garden and Library, Winterthur, Del. 19735.

December 31: Renaissance studies. Proposals for possible presentations at a meeting of the South-Central Renaissance Conference in March in San Antonio. Contact: Susan Krantz, 2607 Van Dyke Avenue, Raleigh, N.C. 27606.

January 1: International studies. Proposals for possible presentations at an annual meeting of the Society for the Advancement of Scandinavian Study, in April in Austin, Tex. Contact: John Weinstock, Department of Germanic Languages, University of Texas, Austin, Tex. 78712-1190, fax (512) 471-4025.

January 10: Logic. Proposals for possible presentations at a meeting of the Association for Symbolic Logic, in March in Notre Dame, Ind. Contact: Steven Buechler, Mathematics Department, University of Notre Dame, Notre Dame, Ind. 46556.

January 20: Male body. Manuscripts on historical and contemporary perceptions of the male body for possible publication in a special issue of *Michigan Quarterly Review*. Contact: Laurence Goldstein, *Michigan Quarterly Review*, 3032 Kachhumb Building, University of Michigan, Ann Arbor, Mich. 48109.

January 25: American studies. Abstracts of papers on the theme "The Cultures of Technology: Science, Media, and the Arts" for possible presentations at the annual conference of the New England American Studies Association, in April and May in Waltham, Mass. Contact: Luis Rudnick, Director, American Studies Program, University of Massachusetts, 100 Morrissey Boulevard, Boston 02125.

February 1: Families. Papers on the theme "Moral Discourse on Families" for possible presentation at the annual conference of the National Council on Family Relations, in November in Baltimore. Contact: NCPR, 3989 Central Ave-

nue, N.E., Suite 550, Minneapolis 55412; (612) 781-9331.

February 15: Ethics. Abstracts of papers for possible presentation at a conference on accounting ethics in May in Rochester, N.Y. Contact: Wade L. Robison, Philosophy Department, Rochester Institute of Technology, Rochester, N.Y. 14623-0887.

March 15: Zora Neale Hurston. Abstracts of papers in English on the theme "Zora Neale Hurston: A Global Perspective" for possible presentation at a festival in January 1994 in Eatonville, Fla. Contact: Hurston Papers, Association to Preserve the Eatonville Community, P.O. Box 2586, Eatonville, Fla. 32751; fax (407) 847-3599.

April 1: Ethnic studies. Manuscripts on the theme "Bibliography: Global Perspectives" for possible presentation in *Explorations in Ethnic Studies*. Contact: Gretchen M. Baitelle, *Explorations in Ethnic Studies*, National Association for Ethnic Studies, Department of English, Arizona State University, Tempe, Ariz. 85281-0302; (602) 967-9238.

Adult education. Proposals on the theme "The Adult Learner: Programs to Attract, Retain, and Educate Older Students" for possible presentations at a conference in May in Columbia, S.C. Contact: National Conference on the Adult Learner, University of South Carolina, Division of Continuing Education, 900 Assembly Street, Suite 200, Columbia, S.C. 29208; (803) 777-9444 or (803) 777-2260, fax (803) 777-9444.

Adult education. Proposals on the theme "Private Lives and Public Roles: Literature and the Arts, 1500-1700" for possible presentations at a conference in March in Orlando, Fla. Contact: Katherine Keller or Gerald Schiffhorst, Department of English, University of Central Florida, Orlando, Fla. 32816.

Communication, language, and gender. Proposals for possible presentations at the annual conference of the Organization for the Study of Communication, Language, and Gender, in October in New York. Contact: Carol Valentine, Department of Communication, Arizona State University, Tempe, Ariz. 85287-1205; (602) 967-2817.

Communitarian studies. Proposals on the theme "Culture, Thought, and Living in Community" for possible presentations at the annual conference of the Communitarian Studies Association, in October 1993 in New Huron, Ind. Contact: Donal E. Pitzer, Center for Communitarian Studies, University of Southern Indiana, Evansville, Ind. 47712; (812) 464-1727, fax (812) 464-1940.

Culture studies. Proposals for possible presentations at the annual meeting of the Popular Culture Association and the American Culture Association, in April in New Orleans. Contact: Ray Browne, Popular Culture, Bowling Green State University, Bowling Green, Ohio 43403; (419) 372-2981, fax (419) 372-8095.

Distance learning. Proposals on the theme "Telelearning: Creating Connections" for possible presentations at a conference in October in Denver. Contact: Cusi Telecourse, 11460 Warner Avenue, Fountain Valley, Cal. 92708-2597; (800) 228-4630 or fax (714) 241-6286.

Education. Proposals on the theme "Creating the Quality School" for possible presentations at a conference in March in Oklahoma City. Contact: Center for the Study of Small/Rural Schools, University of Oklahoma, 555 Constitution Street, Room 213, Norman, Okla. 73077-0005; (800) 522-0772, ext. 1430 or (405) 325-1430, fax (405) 325-1824.

History. Proposals for possible contributions to the *G. K. Hall Guide to the History of Modern European History*. (G. K. Hall is an imprint of Macmillan Publishing, a division of The McGraw-Hill Companies, Inc.) Contact: William A. Pelz, DePaul University, Sac 563, 2323 North Seminary Avenue, Chicago 60614-3298; (312) 362-5721.

International education. Proposals on the theme "Knowledge Across Cultures: Universities East and West" for possible presentations at a conference in October in Toronto. Contact: Higher Education Group, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto M5S 1V6; (416) 923-6641, fax (416) 923-6725.

International education. Proposals on the theme "New Concepts in Higher Education" for possible presentations at a conference of the International Council for Innovation in Higher Education, in December in Mexico City. Contact: Erwin Wachschiele, Executive Director, ICIE, Suite 1804, 150 York Street, Toronto M5H 3S5; (416)

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BULLETIN BOARD: Positions available



College of the Atlantic

Bar Harbor, Maine 04609

Director of Development

College of the Atlantic invites applications and nominations for the position of Director of Development.

Reporting to the Vice President for Development, the successful candidate will join a development, alumni, and public affairs team of four persons and will have lead responsibility for managing the Annual Fund. He or she will work closely with the V.P., the President, and a distinguished board of trustees on the cultivation of major gifts from a donor constituency that is comprised of many individuals with established records of significant philanthropy.

College of the Atlantic is a small, innovative private college serving 250 students and offering the B.A. and M. Phil. in Human Ecology. Founded in 1969, the college is situated on a 26-acre oceanfront campus next to Acadia National Park on Mount Desert Island, Maine. Distinctly mission-oriented, the college addresses environmental and social issues with unique interdisciplinary programs in environmental sciences, art and design, and human studies. The present student body hails from 24 states and ten foreign countries.

Qualifications include demonstrated experience with the successful development of major gifts from (in order of importance) individuals, foundations, and corporations; excellent written and verbal communication skills; proven competency to plan, execute, and evaluate fund-raising programs; and demonstrated effectiveness in providing guidance to and support for volunteer fund-raising leadership. Candidates with three or more years of fundraising experience, who have enjoyed significant responsibility in an Annual Fund program, who are accomplished direct mail, report, and proposal writers, who have some experience with capital campaigns, and who are familiar with the use of automated donor information systems and word processing technology will receive preferential consideration.

Salary and benefits will be commensurate with experience and promise. Consideration of applications will begin in late July and continue until the position is filled.

Send résumé, letter of application, names of references, and inquiries to: Messrs. Ted Koffman and J. Mason Moritt, Search Committee Co-Chairs, College of the Atlantic, 108 Eden Street, Bar Harbor, Maine 04609.

COA is an Affirmative Action, Equal Opportunity Employer.



We invite applications for these open positions:

Associate Director Career Placement

Master's Degree in Guidance and Counseling. Three years experience in college placement environment (5 years preferred). Excellent oral and written communications skills. Knowledge of resume-writing, interviewing techniques and related career-search topics. Detail orientation and supervisory skills. Send resume, salary expectations and names and addresses of three references by August 24, 1992 to: Shirley K. Turner, Director of Career Placement, Student Center, Room 115, Rider College, 2083 Lawrenceville Rd., Lawrenceville, NJ 08648.

Head Coach Track and Cross Country

Bachelor's Degree. Demonstrated experience and success in coaching track and field/cross country, preferably at college level. Demonstrated ability to recruit academically qualified and athletically talented student-athletes. Ability to work effectively with student-athletes, administration, faculty, alumni, and friends of the College. Send resume, salary expectations and names and addresses of three references to: Curt Blake, Director of Athletics, Rider College, 2083 Lawrenceville Rd., Lawrenceville, NJ 08648. Screening of applications will begin on August 19, 1992 and will continue until position is filled.

Rider College is an equal opportunity/affirmative action/ADA employer. Women, minorities, and the disabled are strongly encouraged to apply.

Kansas 67202-0028. How children must read vision status. Results will be used for educational planning. Wichita State is located in the largest city in Kansas and has an enrollment of 16,000. The University reports approximately 24,000 requests annually for information. Under the leadership of the Head of Public Services, the University is committed to increasing the diversity of its staff by recruiting applications from a broad spectrum of individuals AA/EOE

Library The University of Chicago Library. Department of Library Services. Chicago Library. The University of Chicago Library is seeking applications for the position of Head of Public Services. The University of Chicago Library is seeking applications for the position of Head of Public Services. The University of Chicago Library is seeking applications for the position of Head of Public Services.

Library The University of Chicago Library. Department of Library Services. Chicago Library. The University of Chicago Library is seeking applications for the position of Head of Public Services. The University of Chicago Library is seeking applications for the position of Head of Public Services. The University of Chicago Library is seeking applications for the position of Head of Public Services.

experience with database searching and familiarity with micro- or mainframe systems. Activities as desirable as in an awareness of new technological developments in libraries. Excellent oral and written communication skills, and interpersonal skills are required. Working knowledge of French is a desirable asset. Salary and benefits. Appointment salary will be based on qualifications and experience. Salary range begins at \$21,700. Benefits include health care coverage and life insurance. 21 vacation days, six University holidays, 5 personal days, and leave Application Process: Director of Personnel Services, 1992 will be assured consideration. Application including resume and names and addresses of three references should be sent to: Denise Weirich, Personnel Office, University of Chicago Library, 1100 East 77th Street, Chicago, IL 60607. The University of Chicago is an equal opportunity employer.

Library Acquisition Librarian Reporting to the director of Purchasing Services, responsible for the management of the Serials and Monographs. Receiving line consists of a team of professional and student assistant staff, and works closely with the Fund Management Unit, the Collection Development Section, and the Collection Development Section. Assists vendors and establishes their performance and troubleshoots serials and monographs receiving process. Will oversee serials and monographs receiving process. Will oversee serials and monographs receiving process.

SPECIALIST, VOLUNTEERISM AND LEADERSHIP DEVELOPMENT

The Institute for Leadership and Volunteer Development is inviting applications for the position of Specialist in Volunteerism and Leadership Development.

THE UNIVERSITY: Virginia Polytechnic Institute and State University (Virginia Tech) is located 38 miles southwest of Roanoke, Virginia, in the New River Valley of the Appalachian Mountains. Its land-grant mission is accomplished through instruction, research and public service. The Institute for Leadership and Volunteer Development is one of four units delivering public service programs to Virginians.

THE POSITION: Twelve-month, continued-appointment track position. Responsibilities include: (a) providing consultation for developing leadership and volunteerism programs; (b) training and training design assistance for non-profit organizations; and (c) conducting research in the areas of leadership development, public service and volunteerism and encouraging others to do the same.

DESIRED QUALIFICATIONS: • An earned doctorate related to Adult Education, Sociology, Community Development, Leadership Development or Volunteerism, preferred. • Practical experience in leadership, volunteerism and public service. • Experience in program development and evaluation. • Demonstrated ability to work with faculty, students and the public.

Salary commensurate with qualifications and experience; includes an excellent fringe benefits package. Appointment by September 30, 1992, preferred, and no later than October 15, 1992.

Interested persons should submit by August 31, 1992, a letter of application; current resume; and the names, addresses, and telephone numbers of three references to: Dr. Oscar M. Williams, Director, Institute for Leadership and Volunteer Development, Donaldson Brown CLE, ILVD Suite, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061-0130.

Virginia Polytechnic Institute and State University is an EEO/AA employer and actively solicits applications from qualified women and minorities.

Director

Office of Minorities in Higher Education

The American Council on Education (ACE), a non-profit membership organization concerned with higher education issues, is currently accepting applications and nominations for the position of Director for the Office of Minorities in Higher Education (OMHE). Under the direction of the President of ACE and within policies established by the Board of Directors, the individual filling this position will work with the ACE Commission on Minorities in Higher Education to promote the participation of minorities at the faculty, staff, and student levels in American higher education.

Candidates should have considerable administrative experience in higher education, including campus experience and have experience in working with culturally and linguistically diverse populations. Candidates should have successful proposal-writing and fund-raising experience and should present evidence of the ability to develop and manage complex projects. Should be conversant with the wide range of institutional types in American higher education and should be prepared to work closely with other associations serving higher education. Applicants should have strong commitments to improving the participation of minorities in higher education, should have considerable experience in public speaking and should be prepared for the extensive travel requirements for this position.

Applications and nominations should be directed to:

Director, OMHE Search
American Council on Education
One Dupont Circle, NW, Room 804
Washington, DC 20036

Deadline for application is October 15, 1992.

The American Council on Education is an Equal Opportunity Employer.

cludes new search check-in procedures.

Participates in the development of department-wide and objectives and on committees formed by Library Administration, the Processing Services Department, the Reference Services Department, the Technical Services Department, the User Services Department, the University of Texas at Austin General Libraries in large research library consisting of a central research collection, an undergraduate library, eleven branch libraries, two storage libraries and three special collections. The position reports to the Preservation Officer. The Collections Conservation Librarian establishes conservation policies and treatment strategies for the collections in consultation with the Preservation Officer and bibliographers with primary emphasis on the library's circulating materials. Chief responsibilities include management of the Preservation Department's Book Repair, Fragments Binding and Binding Preservation and special collection staff in minor repair, housing and cleaning techniques; treatment of circulating and special collections materials; and monitoring library storage environments. This position works closely with library departments, units, staff, cooperates with other conservation staff on the UT-Austin campus, maintains communications with conservators nationally and with the Graduate School of Library and Information Science Preservation and Conservation Education Programs for Libraries and Archives. Required Qualifications: M.S. from an ALA Accredited graduate program; certification in conservation of library and archival materials from an ALA accredited graduate program or equivalent experience; experience in a conservation laboratory dedicated to the conservation of rare books and documents; knowledge of current conservation and library binding techniques; supervisory experience. Preferred Qualifications: Two or more years' postgraduate experience as a conservator for general collections in a research library preservation conservation program; good oral and verbal communication skills; strong analytical skills; flexibility; ability to work effectively with staff at all levels and with many different backgrounds. Salary range is \$25,000 to \$36,000.

tion requirements in non-tenure track appointment. Must have legal right to work in U.S. Preferred: current association management, collection development, academic research library experience; modern European languages; salary: \$26,000 minimum. Standard fringe benefits. Application review begins August 24, 1992 and continues until position filled. Send resume and names of three references to: Helen H. Scudder, Associate Director of Libraries, University of Missouri-Kansas City, 5100 Rockhill Road, Kansas City, Missouri 64110-1099. EOE 112-131. An equal opportunity institution.

Library Collections Conservation Librarian. No state or local income tax. Compensation benefits package. Retirement plan options. To ensure consideration, applications should be received by September 21, 1992, but will be accepted until the position is filled. Send letter of application and resume, including the names, addresses, and phone numbers of three professional references and a statement of salary requirements to: Peggy Mueller, The University of Texas at Austin, The General Libraries, P.O. Box 6, Austin, Texas 78713-7006. An Equal Opportunity, Affirmative Action Employer.

Library Serials Librarian. 2-226. Position is responsible for administration and operation of Serials Department. Duties include reference services, filing, training and supervision of three support staff and student workers. Other duties include collection development. Reports to Assistant Director.

Virginia



Tech
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

Virginia Tech is seeking a highly motivated senior professional to join the university development staff in the following area:

DIRECTOR FOR CAPITAL SUPPORT

The Director is responsible for the development of a comprehensive program of identification, cultivation, and solicitation of prospective individual donors with rated potential, as well as supervision of capital projects and regional campaign efforts as assigned. The incumbent will coordinate closely the major gift activity of the various constituent development officers, as well as supervise additional professional staff in the future.

Candidates for this senior level position should demonstrate a proven track record in major/principal gift fund raising, preferably within a university setting, ideally with significant campaign experience, as well as supervision of other professional staff.

The position requires significant travel regionally and nationally; written, verbal, organizational, and interpersonal skills capable of motivating volunteers as well as donors; strong self-motivation; the ability to work as a member of a team within a complex university; and the ability to choreograph as well as make the ask. The Director reports to the Associate Vice President for University Development within the university's central development office.

Interested candidates should send a cover letter, resume, and names of five references to: Barrett H. Carson, Associate Vice President for University Development, Virginia Tech, Blacksburg, Virginia 24061-0336. Review of applications will begin August 24 and continue until the position is filled. Women and minorities are encouraged to apply.

An Equal Opportunity / Affirmative Action Institution

SETON HALL UNIVERSITY ASSISTANT DIRECTOR ANNUAL FUND

Through the Director of the Annual Fund, the Assistant Director will help plan and implement the University's Annual Fund program. Primary responsibility will be to plan and execute phone calls for paid and volunteer sales. In addition to the phone calls, the Assistant Director will coordinate other solicitation efforts.

Bachelor's degree required; fund-raising experience preferred. Computer knowledge important. Candidates must be able to communicate with students and alumni of all ages. Strong organizational, writing, and presentation skills necessary. Some evening and weekend hours are required. Send resume and letter of application on or before August 14, 1992 to: Director of the Annual Fund, Seton Hall University, Annual Fund Office, 457 Centre Street, South Orange, New Jersey 07079. An Equal Opportunity, Affirmative Action Employer.

Library Serials Librarian. 2-226. Position is responsible for administration and operation of Serials Department. Duties include reference services, filing, training and supervision of three support staff and student workers. Other duties include collection development. Reports to Assistant Director.

NATIONAL SCIENCE FOUNDATION

Public Affairs Positions

The National Science Foundation (NSF) seeks to fill four positions in its Office of Legislative and Public Affairs. Three of the positions are for public affairs specialists and the fourth is a supervisory position as Head, Communications Resources Section. This section is responsible for NSF publications and internal communications.

NSF is recruiting for these positions from colleges, universities, state and local governments and nonprofit organizations approved under the Interagency Personnel Act. Applicants must be permanent, career employees of their current employer for at least 90 days prior to entering into a mobility assignment agreement with a Federal agency. Duration of assignment (1-2 years) reimbursement of other related costs are negotiated between NSF and the individual's institution.

Successful applicants in the three public affairs specialists positions will develop and implement print and electronic communications plans and materials; arrange press conferences, media briefings and placements; and other public information activities; and work closely with public information officials in colleges, universities, and other research oriented institutions regarding NSF-supported projects and programs.

Two of the above positions will have a particular emphasis on NSF's Anticorruption program. Successful applicants will spend an extended time (up to three months) each year in Anticorruption and must pass a physical examination and medical screening for travel to that continent.

Preferred qualifications include an advanced degree in journalism, science, or engineering. Experience in working with electronic and print media in a major market is highly desirable.

The Communications Resources Section Head position will have primary responsibility for the development and implementation of all official NSF publications and its internal communications. The incumbent will supervise 3-4 publications specialists. Preferred qualifications include an advanced degree and experience in conceptualizing, developing, and implementing publications directed at both internal and external audience.

NSF is an independent agency of the federal government established in 1950 to promote and advance scientific progress in the U.S. NSF's activities are primarily for research and education in the sciences, mathematics, and engineering.

Nominations and the applicant's resume should be sent by the applicant's institution (not by the individual applicant) to: National Science Foundation, Staffing and Classification Branch, 1800 G Street, N.W., Room 208, Washington, D.C. 20540. Attn: Catherine Hande (202) 357-9681, no later than August 28, 1992. For technical information contact: Michael Flaherty (202) 357-9498. NSF is an Equal Opportunity Employer.

University of La Verne

Director of Public Relations

The Director of Public Relations is responsible for developing and implementing a strategic plan for institutional image and public relations. The Director produces a quarterly magazine, assures consistency of the University's publications, maintains strong relations with the media, develops promotional materials for the University, and assures press and photo coverage of key events.

College degree from an accredited institution and three years experience in public relations or related work required.

The Director of Public Relations reports to the Vice President for University Relations and is part of a staff of 10 in the University Relations Department. Starting salary, depending on experience, is \$3,123 to \$3,748 per month.

Qualified candidates should send a resume, cover letter, and names and telephone numbers of three professional references to The Director of Human Resources, University of La Verne, 1950 3rd Street, La Verne, CA 91750.

The University of La Verne is an equal opportunity employer.

UNIVERSITY OF MARYLAND EASTERN SHORE

Princess Anne, Maryland 21853

DIRECTOR OF DEVELOPMENT

Opportunity for a creative, energetic person to implement a comprehensive fund-raising program including a Capital Campaign, Annual Giving, corporate foundation gifts. A Master's Degree is preferred with five years' fund-raising experience, preferably in higher education. Excellent communication and managerial skills required. Position available immediately. Send letter of interest with resume and names/addresses of three references by August 28.

DEPARTMENT OF HUMAN RESOURCES

UNIVERSITY OF MARYLAND EASTERN SHORE

PRINCESS ANNE, MARYLAND 21853

The successful candidate must be able to show acceptable documentation proving identity and establishing the right to accept employment in the United States of America. UMES is an EEO/AA employer, a drug-free workplace, and enforces a no-smoking policy applicable to all campus buildings.

Library Southern Illinois University at Edwardsville, Library Sciences and Nursing Library. Assistant Professor Position is responsible for: (1) Providing collection development and selection services to the School of Nursing, including liaison with the departments of Biology, Chemistry, Computer Science, Mathematics and Health Education; (2) Providing in-depth faculty instruction for the School of Nursing students, including consultation and reference services; and (3) Providing general information and reference assistance to all users of Loyock Library, including shared responsibility with other library faculty for collection development and selection services to the School of Nursing. Qualifications: Master's degree in Library Science or an equivalent degree with demonstrated teaching skills including familiarity with bibliographic instruction techniques and academic reference services. Salary minimum \$32,400 or comparable experience. Benefits include comprehensive health insurance plan, dental, vision, and life insurance. Send resume and three references to: Dr. Robert L. Brown, Director of Human Resources, Southern Illinois University at Edwardsville, 1200 University Avenue, Edwardsville, IL 62026. Equal Opportunity Employer.

BRYANT COLLEGE

DIRECTOR OF ATHLETICS

Bryant College, a nationally recognized independent institution specializing in business and related fields, seeks an Athletic Director. The Director and his/her staff are responsible for 14 men's and women's varsity sports (NCAA Division II), as well as intramural and recreational programs. Located 15 minutes from Providence and less than an hour from Boston, Bryant's 250 acre suburban residential campus features thirty-five acres of playing fields and is the summer home of the New England College Athletic Conference, and the New England Amateur Athletic Union. Responsibilities: Reporting to the Dean of Students, the Director is responsible for organization and management of College intercollegiate, intramural and recreational athletic programs including planning, budgeting, compliance, personnel, marketing, development, scheduling, and public relations. The Director monitors eligibility of student-athletes and makes recommendations regarding specific policies and procedures for implementing the general athletic philosophy of the College.

Qualifications: The College seeks candidates with experience managing intercollegiate and intramural athletic programs, a knowledge of NCAA rules, and understanding of NCAA Division II athletics. Strong communication skills, and ability to work effectively with students, faculty, staff and the community are required; a master's degree is preferred, as is evidence of marketing and fund-raising ability.

Competitive salary; excellent benefits. Send or FAX resume with three references to: Dr. F. J. Talley, Dean of Students, Bryant College-C, 1150 Douglas Pike, Smithfield, RI 02917-1284. FAX (401) 232-6319. Screening begins August 20th. Bryant College is an EEO/AA employer, and an institution committed to diversifying its staff.

Human and Civil Rights Specialist

POSITION #099

The National Education Association (NEA) is seeking qualified applicants to fill a high-level professional position assigned to its Human and Civil Rights area. Minimum requirements include Bachelor's degree in Education or related field with graduate or advanced studies in education and five years' experience in Association or other union staff work dealing with human and civil rights issues with experience in organizational analysis and strategy development for the elimination of gender and race bias and related discrimination. Experience must include responsibilities for advocacy processes, wide adoption and implementation of a nationally designed program. Excellent communication skills. Extensive travel and long hours.

Salary range: \$49,922-\$79,571. Excellent benefit package. Please send position #099 on cover letter or resume. Applications must be received by close-of-business August 24, addressed to:

Employment Manager
National Education Association
1201 16th Street, NW
Washington, DC 20036

EEO/AA/DFW

ASSISTANT DIRECTOR

Career Development Center

We have an opportunity for an articulate, energetic, and creative professional with experience in career development at the college level to work with and assist the students and alumni of Union College with their career planning and development.

The specific duties entail individual career counseling, workshop presentations, plus program implementation, including coordination of the annual Career Festival, as well as production of the annual Graduating Class Survey, supervision of student workers, etc.

The successful candidate will have a Master's degree in a related field, experience in career development at the college level, creativity and initiative as a team player, and an appreciation of the value of a liberal arts education.

Please submit your resume, cover letter, and the names and phone numbers of three references to:

Director of Personnel
Union College
Scheneectady, New York 12309

Union College is an Affirmative Action and Equal Opportunity Employer.



A complete list of the latest government grants, foundation grants, and private gifts to colleges and scholars —

every week in The Chronicle.

Penn State's Milton S. Hershberg Medical Center

DIRECTOR INFORMATION SYSTEMS

Penn State's Milton S. Hershberg Medical Center is comprised of a 504-bed university hospital, allied health clinics and College of Medicine. Our dynamic organization is recognized as a clear leader among academic medical institutions. We now seek a seasoned, successful professional to take a lead role in planning, development and management of computerized information systems which serve the ever-evolving needs of our broad-based facilities.

As a key member of our senior management group, you will report directly to the Chief Information Officer and participate in the formulation of hospital policies/procedures and assume direct responsibility for articulation of all such policies/procedures relating to hospital information systems. Challenges are varied and include a highly motivated professional who holds a Bachelor's degree (or equivalent) in Computer Science or a related academic discipline. A background that includes at least 7 years of effective professional experience is a must. A Master's degree is preferred.

In exchange for your expertise, we provide an attractive salary/benefits package and a supportive setting that encourages ongoing professional development. For confidential consideration, direct your resume to: Bob Ackerman, Human Resources Department, PENN STATE'S MILTON S. HERSBERG MEDICAL CENTER, P.O. Box 850, Hershey, PA 17033.

PENNSTATE

College of Medicine
University Hospital - Children's Hospital
The Milton S. Hershberg Medical Center

An Equal Opportunity/Affirmative Action Employer
Women and Minorities Encouraged to Apply

Coast Community College

DIRECTOR

Human Resources

Staff Support Programs

Multi-college district located between Los Angeles and San Diego is seeking qualified applicants for this full-time, 12-month per year Educational Administration position. Reporting to the Vice Chancellor, the Director has districtwide responsibility for coordinating various human resources staff support programs including Employee Assistance, Wellness, and Alcohol & Drug Awareness. Will develop and provide comprehensive training for prevention of sexual harassment and work closely with Affirmative Action Officers and other staff for overall civil rights law compliance. Minimum qualifications include Master's degree for equivalent education and experience, administrative experience, and at least 3 years' responsible experience in similar programs, with recent experience in staff development and dealing with compliance issues, particularly sexual harassment. Personnel training is desired. Annual salary range is \$47,714-\$72,120, plus excellent benefits. Call personnel office for application materials: (714) 432-5407.

The required District application form must be filed by deadline of 5 p.m., August 28, 1992.

Resumes/letters will not be accepted in lieu of required forms.

Coast Community Colleges
1270 Adams Avenue
Costa Mesa, CA 92626

An Equal Opportunity, Affirmative Action Employer

BEREA COLLEGE

MAJOR GIFTS FUND RASER

We are seeking a fund-raiser who will reside in and serve the region of New York, New Jersey, Pennsylvania, Maryland, northern Virginia, and Washington, D.C. The offices of New York and Pittsburgh are not included. You will travel and call on alumni and friends of the College, and call on corporation and foundation representatives.

Requirements include a bachelor's degree and 10 years of experience demonstrating the ability to cultivate and solicit annual fund, capital and planned gifts.

Please send your resume along with a cover letter including your salary requirements to: Martin D. May, Personnel Director, Berea College, Berea, KY 40404. The deadline for receipt of resumes is September 1, 1992, but may be extended.

Berea is a Christian College Dedicated to Equality of Opportunity. Applications from Women and Minorities are particularly welcome.

on children's books and curriculum materials. Salary: \$25,000 minimum. Applications accepted and reviewed until position is filled. To apply, send letter of application with current resume and names of three references to: Mr. Gary N. Deane, Director, University Library, Campus Box 0003, Southern Illinois University at Edwardsville, Edwardsville, Illinois 62026. SIUE is an Affirmative Action Equal Opportunity Employer.

Library Arkansas State University, Fayetteville, Arkansas. Candidates must have a Master's degree, knowledge of 1-2 languages, and experience in library development procedures. Responsibilities: general cataloging of monographs with emphasis

BULLETIN BOARD: Positions available

UNIVERSITY OF COLORADO AT BOULDER

Director of Buying and Contracting

The University of Colorado at Boulder is a major research institution with an enrollment of 25,000 students. Its Director of Buying and Contracting is responsible for the annual procurement of \$85 million in goods and services. The Director and staff of 23 people must maintain close working relationships with campus departments and suppliers, and develop customer-oriented procurement policies and procedures that comply with state and federal regulations. The Director is expected to actively influence state and federal legislation and rule, and to provide assistance in procurement both on and off campus. For example, the Director is normally a member of the state-wide Procurement Advisory Council. A high degree of personal and professional integrity is essential to this position. The Director of Buying and Contracting reports to the Director of Financial and Business Services. Salary will be approximately \$50,000-\$60,000, commensurate with experience, plus excellent benefits.

Minimum Qualifications Include:

1. Bachelor's degree in business, finance, accounting, or related field. Alternatively, an unrelated bachelor's degree with an MBA or MPA.
2. A broad knowledge of public or private administration with a minimum of four years of successful progressive experience in management positions.
3. Demonstrated leadership in bringing diverse interests together to formulate productive policies, procedures, and/or legislation.
4. Demonstrated energy, intelligence, and integrity, as well as excellent written and oral communication skills.

Preferred Qualifications Include:

1. Management experience at a major public or private university.
2. Experience in purchasing and/or contract negotiation, ideally with CPPO or CPA certification.
3. Legal training specific to procurement and contract law.
4. Working familiarity with mainframe data systems.

Applications: Please send a letter of application that specifically addresses your qualifications (minimum and preferred) for this position, a current resume, and the names, addresses, and phone numbers of three references. Application materials must be POSTMARKED NO LATER THAN SEPTEMBER 4, 1992. Send applications to: Search Committee for Director of Buying and Contracting, University of Colorado at Boulder, Campus Box 59, Boulder, CO 80309.

The University of Colorado has a strong institutional commitment to the practice of affirmative action. We are particularly interested in recruiting applicants from groups of people including women, members of ethnic minorities, and disabled individuals.

Utah Athletics Director

Director of Athletics (Men and Women). The University of Texas at Arlington invites applications and nominations for the position of Director of Athletics. UTA is NCAA Division I and a member of the Southland Conference, competing in seven men's sports and seven women's sports. Letters of application and a complete resume along with the names, addresses and telephone numbers of at least three credible references should be sent to: Dr. Ryan C. Amacher, President, Box 19125, The University of Texas at Arlington, Arlington, Texas 76019-0125.

Deadline for application is August 31, 1992.

UTA is an Affirmative Action/Equal Opportunity Employer.

Library The University of Texas at El Paso, El Paso, Texas 79968. The University Library, Senior level management position responsible for microcomputer hardware and software and access to the University Library. Reports to the University Librarian. Minimum qualifications: Master's degree in Library Science with relevant training and experience in computer systems. Minimum qualifications include Master's degree for equivalent education and experience, administrative experience, and at least 3 years' responsible experience in similar programs, with recent experience in staff development and dealing with compliance issues, particularly sexual harassment. Personnel training is desired. Annual salary range is \$47,714-\$72,120, plus excellent benefits. Call personnel office for application materials: (714) 432-5407.

The position offers an excellent opportunity for experience and participation in a growing library. Position may be excused from the University of Texas at El Paso. Salary and benefits: Minimum \$20,000. TIAA/REF life and health insurance. System days annual leave. Required: AIA accredited M.S. degree and health insurance. Excellent oral and written communication skills. Preferred: Experience in an academic or special library in the areas of computer, literature searching and user education. Send letter of application, resume, and three letters of reference to: Mary Catterly, Chair, Search Committee, Raymond H. Popper Library, University of Maine, Orono, Maine 04469-0139. Review of applications will begin immediately and continue until a suitable candidate is found. The University of Maine is an Affirmative Action, Equal Opportunity Employer.

Library Technical Services Librarian. The University of Texas at El Paso, El Paso, Texas 79968. The University Library, Senior level management position responsible for microcomputer hardware and software and access to the University Library. Reports to the University Librarian. Minimum qualifications: Master's degree in Library Science with relevant training and experience in computer systems. Minimum qualifications include Master's degree for equivalent education and experience, administrative experience, and at least 3 years' responsible experience in similar programs, with recent experience in staff development and dealing with compliance issues, particularly sexual harassment. Personnel training is desired. Annual salary range is \$47,714-\$72,120, plus excellent benefits. Call personnel office for application materials: (714) 432-5407.

Library Head, Cataloging Department. The University of Texas at El Paso, El Paso, Texas 79968. The University Library, Senior level management position responsible for microcomputer hardware and software and access to the University Library. Reports to the University Librarian. Minimum qualifications: Master's degree in Library Science with relevant training and experience in computer systems. Minimum qualifications include Master's degree for equivalent education and experience, administrative experience, and at least 3 years' responsible experience in similar programs, with recent experience in staff development and dealing with compliance issues, particularly sexual harassment. Personnel training is desired. Annual salary range is \$47,714-\$72,120, plus excellent benefits. Call personnel office for application materials: (714) 432-5407.

SCIENTIST

The Evaluation Research Section, Surveillance and Evaluation Research Branch, Division of Adolescent and School Health, Centers for Disease Control, is seeking two full-time scientists to conduct evaluations of the effectiveness of school-based interventions to reduce priority health-risk behaviors among adolescents. Special emphasis is placed on evaluations of HIVSTD prevention programs. Responsibilities include the provision of technical assistance to national, state and local organizations and officials; design and monitoring of contracts and cooperative agreements; and dissemination of results to the scientific community and constituents responsible for program planning. Outstanding skills in evaluation research, data analysis, writing, and interpersonal communication are required. Candidates with a Ph.D., Dr.P.H., or other doctoral degree in related discipline (evaluation research, behavioral science, epidemiology, health education, biostatistics) are preferred. CDC is an equal opportunity employer and provides a smoke-free work environment. Applicants should submit a curriculum vitae as soon as possible to: Deborah Nagay, Ph.D., Centers for Disease Control, 1600 Clifton Rd., NE-333, Atlanta, GA 30333.

union county COLLEGE

COUNSELOR GENERALIST

Provides comprehensive community college counseling services that may include educational and career planning, program placement, and management of the divisional budget, supervision of curriculum and course development, faculty supervision and evaluation, in-service training and teaching as required, and instructional safety curriculum and issues within each program area of the Division.

Minimum Qualifications:

- Master's degree
- Three years' teaching experience at secondary or community college level
- One year's administrative or supervisory experience in a community college or similar institution
- demonstrated ability to communicate effectively with a diverse faculty, students, administrators, peers, and the external community.

Application materials must be postmarked no later than August 21 for consideration. This is a full-time administrative position under a 12-month contract.

EOE/AA

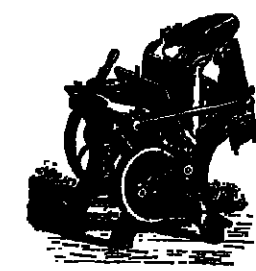
DIRECTOR OF DEVELOPMENT

Foxcroft School, an independent boarding/day school for girls (grades 9-12 and 16+), is searching for an energetic and knowledgeable executive to direct its fundraising efforts. The selected individual will oversee the efforts of the Director of Annual Giving/Alumni Affairs and the Director of Publications and be directly responsible for the following areas: major gifts, planned giving, corporate and foundation relations, and the management of a multi-year fundraising campaign.

Foxcroft seeks a person with a strong sense of team building to manage its five-person development office. The successful candidate should possess at least a bachelor's degree and five years of relevant development experience. Knowledge of boarding schools and single-sex education is a plus.

Foxcroft is a residential community located just 50 miles west of Washington, D.C. in the rolling hills of Virginia's horse country. The 300-acre campus provides a setting for quality lifestyle.

Interested candidates should submit a resume together with the names and telephone numbers of at least five persons who can attest to professional attributes to Mary Lou Lepheimer, Head of the School, Foxcroft School, Middleburg, Virginia 22117. Foxcroft School is an Equal Opportunity Employer.



Coverage of breaking news that affects higher education—from state capitals, academic conferences, and campuses throughout the country and the world —

every week in The Chronicle.

TEST DEVELOPER

Educational Testing Service, the nation's leading academic research and measurement organization seeks a Test Developer to develop and assemble tests in World and U.S. history, and in other social sciences.

Responsibilities will be researching, writing, and assembling history and social science tests, reviewing tests written by others, monitoring preliminary analyses, recommending solutions to problems. You'll also assist in surveys and special studies, and prepare materials for project publications. In addition, you will arrange and conduct committee meetings, travel as needed, handle correspondence and inquiries; aid in staff training; become actively involved in professional organizations; and maintain confidentiality in all sensitive areas, and provide supervision for support staff.

Requirements include a master's degree in U.S. history or an area of world history or an equivalent combination of education and experience. Two years' graduate experience. Knowledge of personal computers and word processing software is highly desirable. A degree or experience in measurement and statistics. Superior skills in oral and written communications, analytical and abstract reasoning, and interpersonal relationships.

ETS offers a competitive salary and benefits package, and a stimulating professional environment. To explore this opportunity, please send your resume and salary requirements to:

MS. SANDY D'ANGELO.

EDUCATIONAL TESTING SERVICE

Reseda Road, Princeton, NJ 08541



Equal Opportunity Employer. Women and Minorities Are Encouraged to Apply.

Pikes Peak COMMUNITY COLLEGE

Director, Industrial and Service Occupations Division

The Director of Industrial and Service Occupations is responsible for the instructional programs assigned to the Division, sponsored activities and programs, instructional equipment and vehicle, development and management of the divisional budget, supervision of curriculum and course development, faculty supervision and evaluation, in-service training and teaching as required, and instructional safety curriculum and issues within each program area of the Division.

Minimum Qualifications:

- Master's degree
- Three years' teaching experience at secondary or community college level
- One year's administrative or supervisory experience in a community college or similar institution
- demonstrated ability to communicate effectively with a diverse faculty, students, administrators, peers, and the external community.

Application materials must be postmarked no later than August 21 for consideration. This is a full-time administrative position under a 12-month contract.

For more information, please call the

Human Resource Service Office
Pikes Peak Community College
Colorado Springs, Colorado

Phone (719) 540-7857

TTY (719) 540-7861

An Equal Opportunity, Affirmative Action Employer

Library L.J.S. Qualification: An M.L.S. degree from an ALA accredited library school, familiarity with NLM classification and MEDL; knowledge of OCLC and CAT; and a minimum of two years' experience in cataloging or library science.

Library Latin American Materials Cataloger, Cataloging Department. The Latin American Materials Cataloger is responsible for original cataloging of monographs primarily in Spanish and Portuguese, in subjects covering all aspects of Latin American literature, history, and social sciences. The position reports to the Head Librarian, Cataloging Department.

Library Head, Business and Social Science/Documental Center, New York University Libraries. Plan, coordinate, develop, promote, evaluate, direct, and provide reference service and materials selection, database searching, library instruction, publications production; supervise staff of 3-5 professionals and 6 clericals; select materials in one or more of the following subject areas: economics, management, politics, international affairs; assist in formulating public service programs; maintain a variety of formats, including tapes, photographs, microfilm, and slides are contained in the collection. While holdings for all Latin American countries are maintained, the collection comprehensively represented are Mexico, Central America, Paraguay, and the Rio de la Plata region. Required qualifications: M.L.S. from an ALA accredited graduate program; 3-5 years' experience in a similar position; fluency in Spanish and Portuguese. Preferred qualifications: some experience cataloging in the pre-computerized or other professional level using AACR2, L.C. classification and subject headings; and M.A. content designation.

Salary range is \$23,000 annually or more, depending on qualifications. No state or local income taxes. Competitive benefits package. Retirement plan options. To ensure consideration, applications should be received by October 15, 1992, but will be accepted until the position is filled. Send letter of application and resume, including the names, addresses, and phone numbers of three professional references, to: Ms. Mary Lou Lepheimer, Director of Human Resources, P.O. Box 1, Austin, Texas 78713-0001. Salary \$24,931-\$40,000/annum. Send resume and salary requirements to:

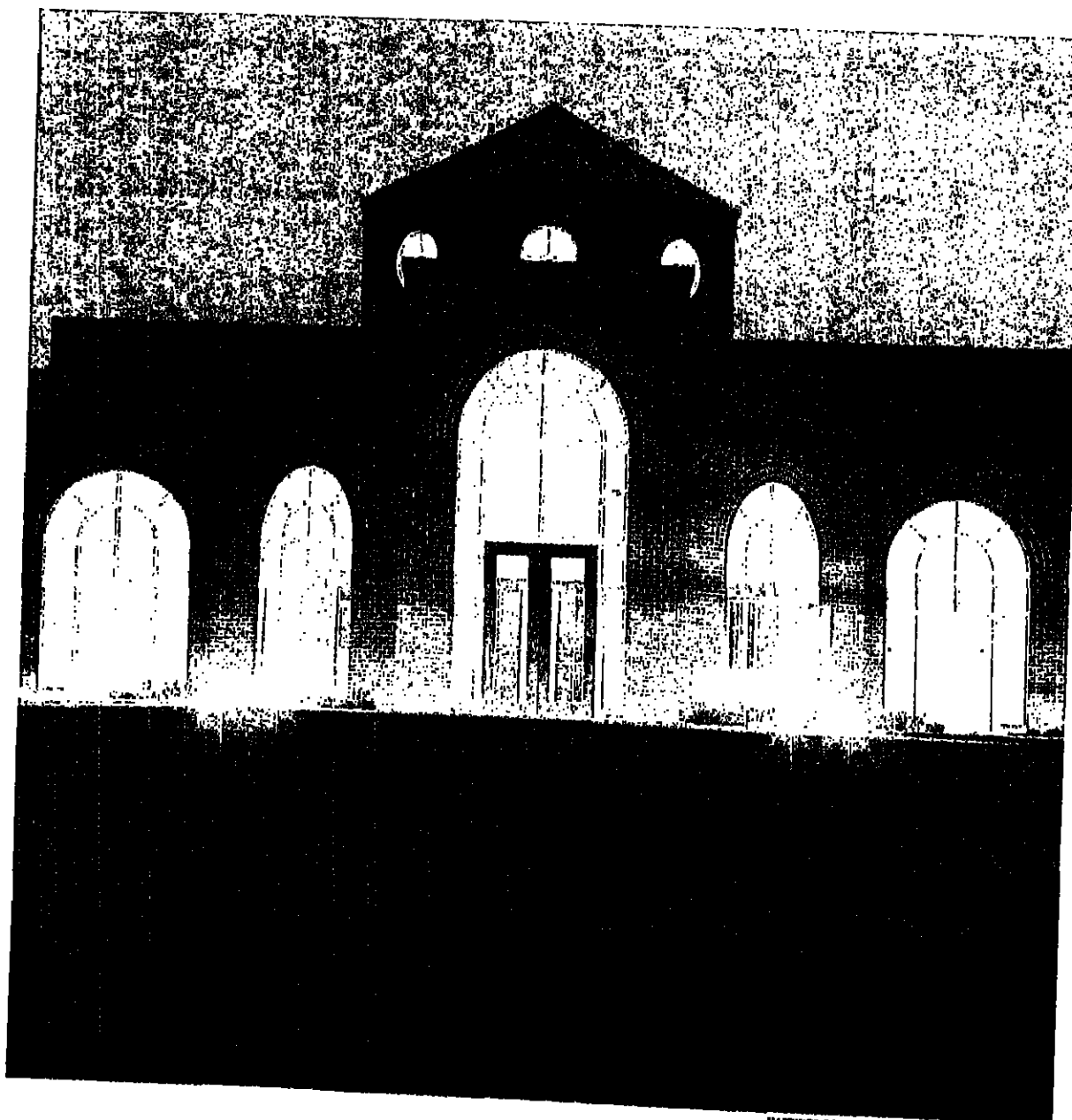
Library Head, Business and Social Science/Documental Center, New York University Libraries. Plan, coordinate, develop, promote, evaluate, direct, and provide reference service and materials selection, database searching, library instruction, publications production; supervise staff of 3-5 professionals and 6 clericals; select materials in one or more of the following subject areas: economics, management, politics, international affairs; assist in formulating public service programs; maintain a variety of formats, including tapes, photographs, microfilm, and slides are contained in the collection. While holdings for all Latin American countries are maintained, the collection comprehensively represented are Mexico, Central America, Paraguay, and the Rio de la Plata region. Required qualifications: M.L.S. from an ALA accredited graduate program; 3-5 years' experience in a similar position; fluency in Spanish and Portuguese. Preferred qualifications: some experience cataloging in the pre-computerized or other professional level using AACR2, L.C. classification and subject headings; and M.A. content designation.

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Salary range is \$23,000 annually or more, depending on qualifications. No state or local income taxes. Competitive benefits package. Retirement plan options. To ensure consideration, applications should be received by October 15, 1992, but will be accepted until the position is filled. Send letter of application and resume, including the names, addresses, and phone numbers of three professional references, to: Ms. Mary Lou Lepheimer, Director of Human Resources, P.O. Box 1, Austin, Texas 78713-0001. Salary \$24,931-\$40,000/annum. Send resume and salary requirements to:

The Chronicle: Your Window on Academe



HASTINGS COLLEGE: PHOTOGRAPH BY PETER TANDON

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D3192

BULLETIN BOARD: Positions available

The Jackson Laboratory Programmer/Analyst

The Jackson Laboratory, located on the coast of Maine, adjacent to Acadia National Park, is a world-renowned center for mammalian genetics. We are increasing the scientific staff and doubling the space for basic research.

We are seeking an individual with two years of scientific applications development experience. Database programming experience is required, preferably with the following: experience with C, UNIX and Macintosh; experience with RDBMS; experience with C, UNIX and Macintosh programming is required.

The position requires a Bachelor's degree in Computer Science or a degree in the Life Sciences with significant programming experience. The successful candidate will be working with other computing professionals in the Lab's Computing Service group in support of scientific applications in genetics and the life sciences.

Qualified candidates should send resume to:
 Human Resources Manager, The Jackson Laboratory,
 600 Main Street, Bar Harbor,
 ME 04609, (207) 288-3371.

An Affirmative Action/Equal Opportunity Employer



Director of College Relations

Hamilton College seeks applications for the position of Director of College Relations. The Director will report to the Vice President of Communications and Development. Responsibilities will include the overall planning, administration and execution of the College's public relations and media efforts. The Director will help develop integrated strategies for marketing, media relations, and public relations that effectively communicate images consistent with the mission, goals and objectives of Hamilton College.

Applicants must be familiar with the nature and aims of a selective liberal arts college. They should have familiarity with the methodology of the working press from local newspapers and broadcast media to national magazines and television, including the education press, and experience working as a journalist is essential. They must demonstrate communications skills and the ability to maintain the College's mission and vision into concrete opportunities for inward awareness on a national level. Applicants must have a Bachelor's degree at a recognized college or university, and a broad range of interest in academic subjects, social issues and athletics. Minimum requirements include five years' experience.

The position is available starting September 1, 1992. Interested individuals should send a letter of application and a resume by August 15, 1992 to:

Milton K. Harkader, Jr., Vice President
 Communications and Development
 Hamilton College
 198 College Hill Road
 Clinton, NY 13323

Hamilton College is an Affirmative Action/Equal Opportunity Employer

Search Reopened Environmental Education Center Director

University of Kansas seeks director for newly formed center to meet needs of education, business & industry for non-credit professional environmental education. Director will expand existing advanced technology/regulatory compliance program core to include public policy, legal, K-12 education, economic, and legal environmental issues.

MS environmental related discipline, five years' environmental management experience required; Ph.D. last years preferred. Position announcement available. Applications including letter of interest, resume and addresses of three references must be postmarked by 5 p.m., Sept. 15, 1992. C. Smith, University of Kansas, 6330 College Blvd., Overland Park, Kansas 66211-1505, (913) 491-0221.

EEO/AA Employer.

Library Public Services Librarian, Eastern New Mexico University, a state-supported university in Cimarron, New Mexico, is seeking a Public Services Librarian. The position is located in the Library of the University of New Mexico, Albuquerque, NM. The position is a full-time position with a salary of \$22,600 for 12 months. The position is open until September 15, 1992. The position is an EEO/AA position.

Library Catalog Librarian (2), Kansas State University Libraries have openings for two full-time positions. The positions are located in the Library of the University of New Mexico, Albuquerque, NM. The positions are full-time positions with a salary of \$22,600 for 12 months. The positions are open until September 15, 1992. The positions are EEO/AA positions.

Library Catalog Librarian (2), Kansas State University Libraries have openings for two full-time positions. The positions are located in the Library of the University of New Mexico, Albuquerque, NM. The positions are full-time positions with a salary of \$22,600 for 12 months. The positions are open until September 15, 1992. The positions are EEO/AA positions.

Director of Public Services Hamilton College Library

Hamilton College Library invites applications for the position of Director of Public Services. The Director manages the Reference, Circulation and Interlibrary Loan Departments and branch libraries for science, music recordings and media. Duties include supervising daily operations, planning for future developments and coordinating public service programs with those of technical service and audiovisual divisions. The Director also works on the development of competitive programs with other libraries.

The Public Services Division staff includes four and a half librarians, eleven staff and 70 student assistants. The Library uses VTLS as its integrated online system and is in the process of expanding its CD-ROM and online searching services.

Qualifications: Master's Degree in Library Science or equivalent experience. Five years of experience in public service including work in administering a library division or department. Knowledge of online systems and developing technologies is essential. Applicants must demonstrate an ability to work with faculty and students and with other library staff in planning and implementing services.

Hamilton College is a liberal arts college with 1670 students and 151 faculty located in Central New York.

Position available: September 18, 1992.
 Send letters of application and resume with three references to: Ralph Stenstrom, Librarian, Hamilton College Library, 198 College Hill Road, Clinton, NY 13323. To be assured of full consideration applications should be received by August 24, 1992.

Hamilton College is an Equal Opportunity, Affirmative Action Employer

STOCKTON STATE COLLEGE

FOR COUNSELOR - Assist with the recruitment and retention of EOP students; serve as a preceptor and advisor to students with regard to academic performance and career planning and prepare academic reports monthly on each EOP student; assist in the coordination and dissemination of the College's public relations and media efforts. The Director will help develop integrated strategies for marketing, media relations, and public relations that effectively communicate images consistent with the mission, goals and objectives of Hamilton College.

Applicants must be familiar with the nature and aims of a selective liberal arts college. They should have familiarity with the methodology of the working press from local newspapers and broadcast media to national magazines and television, including the education press, and experience working as a journalist is essential. They must demonstrate communications skills and the ability to maintain the College's mission and vision into concrete opportunities for inward awareness on a national level. Applicants must have a Bachelor's degree at a recognized college or university, and a broad range of interest in academic subjects, social issues and athletics. Minimum requirements include five years' experience.

The position is available starting September 1, 1992. Interested individuals should send a letter of application and a resume by August 15, 1992 to:

Milton K. Harkader, Jr., Vice President
 Communications and Development
 Hamilton College
 198 College Hill Road
 Clinton, NY 13323

Hamilton College is an Affirmative Action/Equal Opportunity Employer

DIRECTOR VETERANS UPWARD BOUND PROGRAM

Provide overall planning, supervising, and evaluation of federally funded Veterans' Upward Bound Program. Qualifications: Master's Degree in administration, counseling, or related area with two years' experience in educational programs which emphasize individual learning experiences; experience in more than one of the following areas is strongly preferred: working with traditionally underserved populations as a volunteer; working with programs that serve veterans; working with federal regulations, managing budgets; administration of one of the TRIO programs; The Director has ultimate responsibility for the total VUB project, and devotes 100% of his/her contract time to the project. Salary: \$32,000. Twelve month, full time position. Project will be administered from Billings, MT. Anticipated starting date is September 1, 1992, or as soon thereafter as successful candidate is available. Send letter of application, resume and names of three professional references to: VUB Director Search Committee, c/o Don Ann Turk, Director, Human Resources Services, Northern Montana College, Havre, MT 59501. Screening of applications to begin August 17, and remain open until a successful candidate has been selected. AA/EEO employer.



Coverage of breaking news that affects higher education — from state capitals, academic conferences, and campuses throughout the country and the world —

every week in The Chronicle.

DIRECTOR OF ASSESSMENT CAMBRIDGE COLLEGE

Cambridge College seeks an innovative, visionary, and experienced Assessment Specialist. The Director of Assessment will design, implement and evaluate a range of creative and non-traditional assessment programs and strategies intended to support and enhance the learning experiences of a diverse population of adult learners. The Director will provide the leadership for all assessment activities at the College including: evaluation of prior learning; assessment of student learning needs; and the design and implementation of capstone and other non-traditional assessments.

Additionally, the Director is responsible for providing the vision, leadership and day-to-day management of the College's Center for Learning and Assessment Services (CLAS). In this capacity, the Director serves as a resource person to faculty, academic administrators, admissions personnel and current and prospective students. The Director will work closely with a faculty assessment advisory board and is a member of the College Council (planning & policy board).

The successful candidate will be familiar with assessment techniques and instruments, experience in working with adult and non-traditional populations, able to work one-on-one with faculty, staff and students, and committed to a mission of serving diverse adult students. A Master's degree in an appropriate field is required; a Ph.D. would be an advantage. The position carries a very competitive salary with excellent fringe benefits and is expected to commence October 1, 1992. A graduate faculty appointment is possible and encouraged.

Cambridge College is a learning community of adult professionals returning to school with significant years of work experience. The College offers graduate degrees in Education, Counseling Psychology and Management, conducts a Graduate Studies Preparation Program, and is planning an adult baccalaureate program committed to serving the needs of adult learners—the average age of the student body is 39, 65% is female, and 40% people of color.

Reply to: Chair, Assessment Search Committee, Cambridge College, 15 Mifflin Place, Cambridge, MA 02138. Women and minorities are encouraged to apply.

An Affirmative Action, Equal Opportunity Employer

TRENTON STATE COLLEGE

COMMUNITY DEVELOPMENT SERVICES PROGRAM COORDINATOR

The Program Coordinator provides direction and coordination for professional and graduate staff training and development, community service, evaluation and assessment processes and leadership development. The Program Coordinator assists the Director with budgets, organizational development and Welcome Week. Advises the RHA, Off-Campus Student Committee, and Emerging Leaders Program. Master's in Student Personnel or related field with three years full-time experience required. Full state benefits, starting salary of \$28,867. Applications will be accepted until August 15, 1992. Please send resume with cover letter and three letters of reference to: Nino Scarpato, Associate Director, Community Development Services, Trenton State College, Hillwood Lakes, CN4700, Trenton, NJ 08650-4700. To enrich education through diversity, TSC is an AA/BOE.

COUNSELOR

Lamar Community College announces a counseling position open in the Academic Advancement Program. Specific duties include recruitment, assessment, personal counseling, career counseling, career counseling and referral. Other duties include workshops, orientation, financial aid counseling, and tracking.

Master's degree in counseling, student personnel, psychology, or a related degree is required. Experience with counseling, higher education and working with disadvantaged populations is desired. The Counselor reports to the Director of Academic Advancement. The position is 100% for 10 months and is funded by a federal grant. Salary range is \$20,000 to \$21,525 plus state benefits.

Applications will be accepted until August 7, 1992 at 5:00 p.m. These must include cover letter, resume, copy of higher education transcripts showing degrees and a list of three names, addresses and phone numbers of persons who are acquainted with your recent work. Starting date is September 1, 1992. More information about this position can be obtained by calling (718) 338-2248, extension 20. Send application materials to: Ms. Terry Smith, Lamar Community College, 2401 S. Main, Lamar, CO 81052-3555.

AA/EEO

libraries at KSU Libraries have faculty status and are a part of the \$18 million dollar expansion of the Libraries is underway. Managing the University Libraries is a very modern and exciting position. The position is located in the Library of the University of New Mexico, Albuquerque, NM. The position is a full-time position with a salary of \$22,600 for 12 months. The position is open until September 15, 1992. The position is an EEO/AA position.

ASSISTANT/ASSOCIATE DIRECTOR OF OPERATIONS NATIONAL CENTER ON POSTSECONDARY TEACHING, LEARNING & ASSESSMENT

Nominations and applications are invited for the position of Assistant/Associate Director of Operations for the National Center on Postsecondary Teaching, Learning and Assessment, NCTLA is a five-year, \$5.9 million research and dissemination center funded by the U.S. Department of Education's Office of Educational Research and Improvement (OERI). A consortium of six major universities and thirteen nationally prominent researchers, NCTLA is located at The Pennsylvania State University and directed by a three person team to whom the Assistant/Associate Director will report.

The Assistant/Associate Director of Operations will be responsible for the overall management and operations of the Center. This includes conducting meetings of the research team, preparation of quarterly and annual reports for the government, coordination of Center activities with its National Advisory Board, on-going liaison with OERI program officer, and the Center's budgetary oversight and administration. The Assistant/Associate Director of Operations will keep the research team apprised of Center issues and facilitate communication across research programs.

Qualified candidates should have a Master's degree (Ph.D. or equivalent degree preferred) and at least five years of mid-level administrative experience. Experience administering funded research is desirable. Necessary abilities include organizational and budgetary skills, ability to triage multiple tasks, strong writing and editorial skills, and good interpersonal communication skills. The position requires flexibility and the ability to handle the multiple tasks associated with management of a complex national center.

This is a three-year, fixed-term position to begin December 1, 1992, with application materials due August 15, 1992. Salary commensurate with qualifications and experience. Applicants should send a letter of application, a vita, and the names, addresses, and phone numbers of three references to:

Dr. James L. Ratcliff, Director
NCTLA
The Pennsylvania State University
403 South Allen Street, Suite 104
University Park, PA 16801-5252

PENNSTATE



The National Center is a consortium housed at The Pennsylvania State University that includes the University of Illinois at Chicago, Syracuse University, Northwestern University, Arizona State University, and the University of Tennessee.

An Affirmative Action/Equal Opportunity Employer
Women and Minorities Encouraged to Apply

DELAWARE TECH

EXECUTIVE DEAN OF INSTRUCTION AND STUDENT SERVICES

This is a newly created position at Delaware Technical & Community College. The responsibilities of the position include credit courses and programs, continuing education activities, and the quarter to semester conversion. In addition, the Executive Dean will be responsible for the coordination of all instructional and student services activities on the campus and in the Office of the President. Delaware Tech is the only community college in the State of Delaware. The college offers 76 associate degree programs and numerous diploma and certificate programs at its four campuses, strategically located throughout the state. The central office is located in the capital city of Dover. Over 32,000 students are served each year through credit and non-credit courses, industrial training and special interest activities.

Minimum qualifications: Doctoral degree; ten (10) years of technical/community college experience; a commitment to the community college philosophy.

Salary: The exact salary will be based upon the background and qualifications of the successful candidate and will be within the range of \$62,424-\$77,000.

Application Process: Applicants must submit a detailed resume, a cover letter that describes why the applicant feels qualified to carry out the duties described above, and a completed application form. (Please call or write for the form.) The position will remain open until an adequate pool of applicants has been received. Screening will begin on August 26, 1992.

Please send materials to: Personnel & Legal Affairs Department, Office of the President, Delaware Technical & Community College, P. O. Box 897, Dover, DE 19903; (302) 739-3737.

Delaware Tech is an equal opportunity, affirmative action employer. Women, minorities, veterans, and disabled persons are encouraged to apply.

Post-Graduates

DOCTORATES, any field considered. Mature attitude, excellent teaching ability, congenial personality, and professional presence necessary. We train you for intensive laboratory instruction of students in New York City, West Palm Beach, Seattle, St. Louis and Los Angeles (Anaheim). Some travel required. Not a sales position. Beginning salary commensurate. Write for application information to: Director, Medical Research Institute, 2029 Race St., Fort Worth, TX 76111-4134. Few applicants only, please.

A calendar of forthcoming meetings, conferences, workshops, and institutes of importance to scholars and college administrators —
every week in The Chronicle.

STATE UNIVERSITY OF NEW YORK

College at Oneonta

applications and nominations
for the position of

DEAN OF BEHAVIORAL AND APPLIED SCIENCE

Search Extended

The College at Oneonta is a four-year college with liberal arts and professional programs at the undergraduate and master's levels, an enrollment of 5,200 students, and a full-time faculty of 260. It is located in the scenic Catskills, 3 1/2 hours from New York City. The Dean will supervise a new division that includes the departments of Education, Educational Psychology & Counseling, Psychology, Sociology, Business & Economics, and Home Economics. The Dean will provide leadership for academic departments, programs, and personnel in the division, and particularly for teacher education, an area of historic commitment and current change for the college.

The successful candidate must possess an earned doctorate and qualify for tenure in an academic department. The search will focus on the candidate's leadership and managerial skills, record of commitment to institutional growth, and ability to relate effectively with faculty, administrators, students, alumni, and members of the external community. The candidate should have demonstrated experience working with diverse groups and a record of accomplishment in promoting multicultural diversity.

Review of new candidates will begin September 28, 1992 and continue until the position is filled. Applicants should submit a cover letter with a brief summary of qualifications and experiences and a resume to: Vice President for Multicultural Affairs, Box C, SUNY College at Oneonta, Oneonta, New York 13820-4015.

As an equal opportunity, affirmative action employer, we encourage applications from women and members of minority groups.

BARTON COLLEGE

Special Resources Director

Barton College seeks Director of Special Resources and Institutional Research. Bachelor's degree required; strong communication/organizational skills a must. Advanced degree and/or experience in grant writing, research, and fund raising preferred. Send resume and three references to: H. Dale Almond, VP/Institutional Advancement, Barton College, College Station, Wilson, NC 27893. Search open until qualified candidate is employed. Barton College, founded 1902, 4-year coed liberal arts college affiliated with the Christian Church (Disciples of Christ). Enrollment is 1,700. Giving increased annually in recent years including successful five year campaign ended in 1990 with new campaign planned. Formerly named Atlantic Christian College.

DEAN

Applications are invited for the administrative position of Dean of the School of Education for Saint Xavier University, academic year 1992-93. Saint Xavier University is a private Catholic institution founded by the Sisters of Mercy and located in Chicago. Both Bachelor's and Master's degrees are offered in 60 majors to 3,700 students from diverse backgrounds. One of four schools of the University, the School of Education has 19 full-time and part-time faculty. Programs are offered at both undergraduate and graduate levels. The Dean, as chief academic and administrative officer of the School of Education, reports to the Vice-President of Academic Affairs. The administrative appointment is for a three-year renewable term, is subject to annual review, and is made by the President upon recommendation of the Vice-President for Academic Affairs and the faculty of the School of Education. The successful candidate must possess:

-LEADERSHIP: The Dean must bring to the School a demonstrated capacity for educational leadership and a commitment to achieving excellence in teaching, research, and service to the community. Evidence of experience and accomplishment at all levels of education is highly desirable. The Dean must possess skills which make leadership possible by persuasion and consensus.

-MANAGEMENT: The Dean must exhibit the ability to plan goals and strategies, manage human and fiscal resources, support and develop a wide range of quality programs in education, and represent both Saint Xavier and the School to private, public, and governmental sectors.

-TEACHING AND SCHOLARSHIP: The Dean must possess an earned doctorate and a strong record as teacher and scholar. Knowledge of current certification requirements for the State of Illinois is desirable.

Candidates should submit a letter of application, curriculum vitae, the names, addresses, and phone numbers of three (3) references to:

Search Committee
School of Education
SAINT XAVIER UNIVERSITY
3700 W. 103rd Street
Chicago, IL 60655

Review of applications will begin as received and continue until the position is filled. We expect the person selected to assume duties no later than January 1, 1993. AEOE.

Sample, Irvine, California 92717. Application deadline: November 1, 1992. The University of California is an Affirmative Action, Equal Opportunity Employer. The Department of Music encourages applications from women and minority candidates.

Nursing Registered Nurse position available at Mary State University Student Health Center, Troy, Alabama. Excellent working conditions in college environment. Duties include: patient care, teaching, and research. Salary range: \$20,467-\$22,331. Send resume and three references to: Office of Personnel Services, Troy State University, Troy, AL 36068. Position available September 1, 1992.

Applications accepted until position is filled. Troy State is an AA/EEO employer and encourages applications from women, minorities and other minorities.

Nursing: Full-time, tenure-track position available at Mary State University. The successful candidate will be an RN with a master's degree in nursing, a Ph.D. preferred. The position reports to the Vice President for Academic Affairs and includes responsibility for planning, coordination, and evaluation of master's curriculum in the clinical program; participation



NORTH DAKOTA STATE UNIVERSITY

Dean of the College of Human Development and Education

North Dakota State University invites inquiries, nominations and applications for the position of Dean of the College of Human Development and Education.

The College and University: The newly structured College of Human Development and Education includes the Department of Apparel, Textiles, and Interior Design; the Department of Child Development and Family Science; the Department of Food and Nutrition; the Division of Health, Physical Education, and Recreation; and the School of Education. The College has 61.57 FTE faculty and 1,272 students. North Dakota State University, a land-grant institution located in Fargo, North Dakota, has an enrollment of 9,000 students with a full-time teaching and research faculty numbering approximately 600. Undergraduate instruction is carried out in eight academic units: the colleges of Agriculture, Business Administration, Engineering and Architecture, Human Development and Education, Humanities and Social Sciences, Pharmacy, Science and Mathematics, and University Studies. The Graduate School offers the doctorate in 20 disciplines and the master's in 48. The North Dakota Agricultural Experiment Station and North Dakota State University Extension Service are integral parts of the University. North Dakota State University is part of the North Dakota University System and participates in the Tri-College University consortium with neighboring Moorhead State University and Concordia College. Under the Tri-College University umbrella, the three institutions share library resources and enroll a total of 21,000 students. With a population of 150,000, greater Fargo-Moorhead is the largest center for retailing, health care, manufacturing, communications and entertainment in the region.

Responsibilities: As the chief administrative officer of the College, the Dean reports to the Vice President for Academic Affairs. The Dean is responsible for leading the faculty, planning and developing academic programs, implementing academic policies, enhancing relationships with various constituencies including fund raising, and administering and budgeting of all academic activities.

The successful candidate should have:

- An earned doctorate and academic credentials to merit the rank of a tenured full professor in a discipline represented within the College.
- Evidence of successful experience and distinguished leadership in academic administration preferably at the level of chair or above.
- A demonstrated commitment to excellence in teaching, scholarly activity, and professional service.
- Ability to communicate clearly and effectively with faculty, students and other constituent groups.
- Ability to foster consensus and commitment in shared governance and participatory management.
- Demonstrated commitment to the goals of affirmative action principles and sensitivity to multicultural issues.
- Demonstrated competence in fiscal management.
- Successful experience in program, curriculum and faculty development.
- An understanding of and willingness to work with the North Dakota State University Extension Service and the Agricultural Experiment Station.
- A commitment to fund raising.

Application Procedure: Salary is competitive and commensurate with qualifications and experience. North Dakota State University offers a full fringe benefits package. Applications received by September 1, 1992, will be assured of full consideration. The anticipated date of appointment is January 1, 1993. Candidates should send a letter of application with complete curriculum vitae, and names and contact information including fax numbers of four references to:

Dr. Harry Rosenberg, Chair
Dean's Search Committee
North Dakota State University
College of Human Development and Education
Fargo, North Dakota 58105
(701) 237-7456; Fax (701) 237-7606

North Dakota State University is an Equal Opportunity Institution

DEAN

COLLEGE OF WILLIAM AND MARY Marshall-Wythe School of Law

The College of William and Mary invites applications and nominations for the position of Dean of the Marshall-Wythe School of Law.

Applicants should possess a strong academic background and have a commitment to excellence in professional education and research. Experience in legal education is not required. Applications from women and minorities are encouraged. The College of William and Mary is an Affirmative Action, Equal Opportunity Employer.

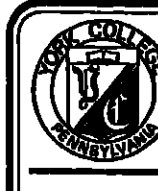
The position will be available July 1, 1993. The Search Committee will begin to review applications on October 15, 1992, although the search will continue until the position is filled. Applicants are encouraged to submit their letters of application by that date.

Please send all applications and nominations to: Professor Linda A. Malone, Chair, Dean Search Committee, Marshall-Wythe School of Law, College of William and Mary, P. O. Box 8795, Williamsburg, VA 23187-8795.

Associate Professor, Nursing Division, \$29,000-\$34,000. Master's degree in Nursing required; doctorate preferred. Teaching experience at post-secondary level. Medical surgical nursing specialty required. Ad- vanced clinical experience in oncology highly desirable. Qualified for Idaho and Washington RN licensure; involved in research. Send resume, graduate transcripts, and names and phone numbers of three references to: Dean Search Committee, Lewis-Clark State College, 500 8th Avenue, Lewiston, Idaho 83501; (208) 799-2230. AA/ EEO.

Nursing: Lewis-Clark State College announces a position vacancy—Assistant/ Associate Professor, Nursing Division. \$29,000-\$34,000. Master's degree in Nursing required; doctorate preferred. Teaching experience at post-secondary level. Medical surgical nursing specialty required. Ad- vanced clinical experience in oncology highly desirable. Qualified for Idaho and Washington RN licensure; involved in research. Send resume, graduate transcripts, and names and phone numbers of three references to: Dean Search Committee, Lewis-Clark State College, 500 8th Avenue, Lewiston, Idaho 83501; (208) 799-2230. AA/ EEO.

Nursing: Lewis-Clark State College announces a position vacancy—Assistant/ Associate Professor, Nursing Division. \$29,000-\$34,000. Master's degree in Nursing required; doctorate preferred. Teaching experience at post-secondary level. Medical surgical nursing specialty required. Ad- vanced clinical experience in oncology highly desirable. Qualified for Idaho and Washington RN licensure; involved in research. Send resume, graduate transcripts, and names and phone numbers of three references to: Dean Search Committee, Lewis-Clark State College, 500 8th Avenue, Lewiston, Idaho 83501; (208) 799-2230. AA/ EEO.



YORK COLLEGE

DEAN OF ACADEMIC AFFAIRS

York College of Pennsylvania invites applications and nominations for the position of Dean of Academic Affairs.

The Dean is a senior member of the president's staff and provides leadership for a full-time faculty of 120. The Dean chairs the Academic Council, which includes the academic department chairs, the Librarian, and, as appropriate, the Registrar and Deans of Admissions and Continuing Studies. Responsibilities and relevant qualifications are:

- curriculum development and outcomes assessment in general education and major fields
- recruitment, evaluation, and development of faculty in a teaching oriented setting
- academic budget preparation and administration
- participation in academic governance
- outreach and community affairs programming
- accreditation liaison
- Other qualifications include:
 - earned Ph.D. in a field represented in the College's curriculum
 - strong affirmative recommendations from current colleagues
 - excellent communication skills
 - demonstrated commitment to independent higher education

York College is a comprehensive college offering 37 majors in the arts and sciences as well as the professional fields of business, nursing, education, criminal justice, recreation and allied health. The College takes pride in having a friendly atmosphere and in offering a high quality education at moderate cost. 2800 full-time and 2200 part-time students are enrolled, with the vast majority seeking bachelor's degrees. Some master's and associate degree programs are also offered. 1300 undergraduates reside on campus. The student body is above average (SAT avg. 985) and hails principally from the Middle Atlantic area. York College competes in NCAA Division III.

Inquiries, nominations, and letters of recommendation should be addressed to:

Academic Dean Search Committee
York College of Pennsylvania, York, PA 17405-7199

Candidates should include with their letters of inquiry, a curriculum vitae and samples of their professional papers and publications.

The search will remain open until an appointment is made. Applications received prior to November 20, 1992, will be given more extensive consideration. The position's starting date is very flexible, January 2 - July 1, 1993, since the incumbent is willing to adjust his retirement date to facilitate a smooth transition. All interested persons are encouraged to apply.

DEAN, ECONOMIC DEVELOPMENT AND EXTENDED EDUCATION

Western Wisconsin Technical College

This position, reporting to the Vice President of Instruction, will be responsible for managing the operations of the Extended Education and Economic Development Division. Responsibilities include strategic planning, coordination of all economic development and extended campus activities, general administration, budgeting and budget controls, interpretation and compliance with the bargaining agreement, employment, development, and evaluation of administrative and faculty. In cooperation with Student Services, coordinate admission, assessment, placement, student recruitment and advising. Develop and implement a district-wide, economic development business plan and provide liaison between college and business to provide leadership in developing training programs for business and industry. The successful candidate will have:

- a Master's degree in a relevant field.
- a minimum of two years' teaching experience.
- excellent communication skills and ability to work with a variety of groups and people.
- eligibility for certification as a supervisor/coordinator in the Wisconsin Vocational Technical Adult Education System.

We would prefer a Ph.D. and three years of administration/management experience at the post-secondary level plus experience in the development of quality business/industry training programs. Hiring salary is \$41,002+ and excellent benefits. Please request Form VC-CE-112 Certification Application. Completed application, official transcripts and resume of work/teaching experience must be returned by September 15, 1992, to: Kathi Rudolph, Personnel, Western Wisconsin Technical College, P. O. Box 908, La Crosse, WI 54602-0908; (608) 785-3134.

An Equal Opportunity, Affirmative Action Employer

open until filled. Submit letter of application, resume, graduate transcripts, and names and phone numbers of three references to: Dr. M. Christine Tolman, Acting Head, Department of Nursing, Georgia Southern University, P.O. Box 8060, Statesboro, Georgia 30460. Application deadline is November 30, 1992. Position available beginning January 2, 1993 or no later than September 1, 1993. Georgia Southern University is an Affirmative Action, Equal Opportunity Institution. Minorities are encouraged to apply. The names of applicants and resumes, resumes, and other general non-evaluative information are subject to public inspection under the Georgia Open Records Act.

Nursing: Georgia Southern University Department of Nursing seeks nursing faculty. The Department of Nursing at Georgia Southern University seeks applicants for one faculty position in our BSN program. Total Fall 1991 enrollment exceeds 13,000. The Department of Nursing now has over 300 students and advises and more applicants waiting for acceptance. Twenty-two faculty perform teaching, grant-writing, service, and research in a clinically rich environment. Position requirements: MSN or PhD; Medical-Surgical specialty; three years teaching experience at college level; preferred: doctorate; three years' clinical experience. Rank and salary are commensurate with qualifications. Send letter of application, unofficial transcripts of all degrees, and resumes of three references to: Dr. M. Christine Tolman, Acting Head, Department of Nursing, Georgia Southern University, P.O. Box 8060, Statesboro, Georgia 30460. Application deadline is November 30, 1992. Position available beginning January 2, 1993 or no later than September 1, 1993. Georgia Southern University is an Affirmative Action, Equal Opportunity Institution. Minorities are encouraged to apply. The names of applicants and resumes, resumes, and other general non-evaluative information are subject to public inspection under the Georgia Open Records Act.

Nursing Faculty: The University of Mississippi Medical Center invites applications for an Assistant Professor of Nursing. The successful candidate will be responsible for teaching, research, and service in a clinically rich environment. Position requirements: MSN or PhD; Medical-Surgical specialty; three years teaching experience at college level; preferred: doctorate; three years' clinical experience. Rank and salary are commensurate with qualifications. Send letter of application, unofficial transcripts of all degrees, and resumes of three references to: Dr. M. Christine Tolman, Acting Head, Department of Nursing, Georgia Southern University, P.O. Box 8060, Statesboro, Georgia 30460. Application deadline is November 30, 1992. Position available beginning January 2, 1993 or no later than September 1, 1993. Georgia Southern University is an Affirmative Action, Equal Opportunity Institution. Minorities are encouraged to apply. The names of applicants and resumes, resumes, and other general non-evaluative information are subject to public inspection under the Georgia Open Records Act.

A calendar of forthcoming meetings, conferences, workshops, and institutes of importance to scholars and college administrators —
every week in The Chronicle.



PALOMAR COMMUNITY COLLEGE DISTRICT

Palomar College, one of the largest community colleges in California, is located in San Marcos, California, which is 30 miles north of San Diego and only a short distance from the ocean, the mountains, the desert and the excitement and traditions of nearby Mexico. More than 26,000 students are enrolled in more than 130 associate degree and certificate programs, the first two years of a bachelor's degree program and opportunities for life-long learning. Palomar welcomes nominations and applications for the following leadership position:

DEAN, VOCATIONAL TECHNOLOGY

The Dean of Vocational Technology, a senior administrative position, reports to the Vice President for Instruction. The Dean is responsible for the planning, directing, budgetary and operational functions of the Division. The responsibilities of the position include establishing direction and leadership of the Division which includes the following programs: Cooperative Work Experience Education, Emergency Medical Education, Family and Consumer Sciences, Public Safety, Regional Occupational Programs (ROP), Trades and Industry, Vocational Programs and other specially funded programs (e.g., Apprenticeship, Tech Prep, VATEA).

Minimum qualifications include a master's degree, one year of training, internship, or leadership experience in educational administration, post-secondary teaching experience and work experience other than in education; demonstrated commitment to cultural and ethnic diversity in staff, curriculum programs and services; and understanding of and commitment to shared governance.

Position closes on September 18, 1992. For a position announcement and application materials, call PALOMAR COLLEGE, Human Resources Services, (619) 744-1150 or 727-7529, extension 2247 to leave your name and address. Our FAX number is 619-591-4317.

Palomar College is an Equal Opportunity/Affirmative Action Employer committed to racial, cultural and ethnic diversity. Applications from minorities and women are encouraged.

health sciences campus located in the state capital, Jackson, part of a metropolitan area with a population of more than 400,000, retains its sense of small community and Southern heritage. The school offers NLN accredited BSN and MSN programs with RN to BSN, and RN to MSN options. Applicants will be expected to possess a master's degree in nursing, with doctoral preparation preferred; be eligible for appointment to the graduate faculty; and have a minimum of one year's clinical nursing experience. Salaries are commensurate with education and experience. Submit curriculum vitae and the names and telephone numbers of three references to: Dr. Mary Ann Christ, Dean, School of Nursing, The University of Mississippi Medical Center, 2500 North State Street, Jackson, Mississippi 39216-4503. The application deadline for all positions is August 15, 1992. We are an Equal Opportunity/Affirmative Action Employer.

Nursing: Nursing Faculty for Fall 1992. The University of Texas at Austin School of Nursing seeks applicants for a new tenure-track faculty position in postsecondary nursing. Master's in Nursing preferred. Record of leadership in postsecondary nursing, research, and community and university service. Good communication skills required. Applications will be accepted through October 1, 1992. Contact Dean Deborah Sandoz, The University of Texas at Austin School of Nursing, P.O. Box 7979, Austin, Texas 78791-1699. The application deadline is August 15, 1992. We are an Equal Opportunity/Affirmative Action Employer.

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DBB91

West Virginia University ASSOCIATE VICE PRESIDENT FOR FINANCE

West Virginia University seeks applications and nominations for the position of Associate Vice President for Finance. West Virginia University is one of only 36 universities in the United States that are designated as their state's land-grant institution. This dual mission creates and fosters an environment for teaching, research, and service that few other universities can match. Enrolling 22,000 students in 170 degree programs, the University consists of 16 colleges and schools and a comprehensive Health Sciences Center.

Responsibilities: The Associate Vice President for Finance reports directly to the Vice President for Administration and Finance. This person is key in the central administration structure of the University and is the principal officer responsible for financial planning and financial policy development. The incumbent has direct line responsibility for the Controller's Office, the Purchasing Department, and the Office of Budget Planning. The individual serves as the Chief Financial Officer for West Virginia University Research Corporation and is the institutional point of contact in all matters related to the contract operation of the WVU Bookstore.

Qualifications:
 • Master's degree in business, finance or other appropriate field
 • A minimum of eight years of experience in increasingly responsible administrative positions in complex organizations, preferably including a university, with an understanding of modern financial and accounting systems, computer applications, financial requirements of research, and federal funding project management
 • Excellent oral and written communication skills, including the ability to act as an advocate to and interact with external groups
 • Commitment to affirmative action and equal opportunity
 • Ability to work as part of an executive level decision team and to be effective in applying complex policy and operations within a university environment
 • Ability to oversee implementation of policies and procedures in conformity with Federal, State and University System rules and requirements.

Salary: Salary competitive and consistent with qualifications.
Applications: Candidates should submit a letter of application including salary expectations, résumé, and names, addresses, and telephone numbers of three professional references. Applications and nominations should be directed to:

Johanne P. Byrd, Chair
 Associate Vice President for Finance Search Committee
 West Virginia University
 P.O. Box 8001
 Morgantown, WV 26506-8001

Review of applications will begin August 15, 1992 and continue until the position is filled. The position is available January 1, 1993.

West Virginia University is an Equal Opportunity, Affirmative Action Employer. Women and minorities are especially encouraged to apply.

MIDLAND COLLEGE

Midland, Texas

VICE PRESIDENT OF ADMINISTRATIVE SERVICES

The Vice President of Administrative Services reports directly to the College President and has administrative responsibility for all business and administrative operations of the College. Bachelor's degree (MBA and/or CPA preferred) with strong managerial, planning and organizational skills, including policy formation and implementation. Familiar with state, federal and national standards and guidelines for college administration. Deadline: September 1, 1992. Starting around November 1.

Mrs. Mary Lou Blakeney, Director of Personnel
 Midland College
 3600 N. Garland
 Midland, TX 79705
 (512) 658-4532

EOE/AA

Theatre Playwriting/Theatre History. Due to late resignation of Theatre History, University seeks playwright and theatre history professor to teach and coordinate theatre history productions. Director possibilities apply to continuation of theatre history. Qualifications: MA, MFA, or Ph.D. College teaching experience preferred; interest in application, résumé, writing samples, and references to Dr. J. L. Spivey, College of Arts and Sciences, University of Texas at Dallas, P.O. Box 7501, Richardson, TX 75080. Review of applications to begin August 15, 1992 and continue until the position is filled. AA/EEO.

Upward Bound/University of Arkansas. Director, Upward Bound, University of Arkansas, seeks a full-time faculty member to coordinate the program to identify and serve 120 post-secondary educationally disadvantaged students with the potential for completing college. Responsibilities include: recruiting, advising, and supporting students; coordinating all program activities and administrative matters; and providing a wide range of services to students, including: academic, financial, and personal counseling; and career development. Salary: \$27,500-\$31,000. Review of applications to begin August 15, 1992 and continue until the position is filled. AA/EEO.

Thinking One-semester full-time appointment to teach one course in theatre and theatre history. Director possibilities apply to continuation of theatre history. Qualifications: MA, MFA, or Ph.D. College teaching experience preferred; interest in application, résumé, writing samples, and references to Dr. J. L. Spivey, College of Arts and Sciences, University of Texas at Dallas, P.O. Box 7501, Richardson, TX 75080. Review of applications to begin August 15, 1992 and continue until the position is filled. AA/EEO.

Wellness Services/University of Arkansas at Little Rock. Division of Educational Services, Coordinator of Wellness Services. The University of Arkansas at Little Rock is an urban campus of approximately 12,000 students. The campus is undergoing a major renovation and is currently completing an 11.8 million dollar student center. The facility will house the campus bookstore, health services, fitness center, and other student services. The position involves a wide range of responsibilities including: coordinating all campus wellness services; overseeing the development and implementation of wellness programs; and providing a wide range of services to students, including: academic, financial, and personal counseling; and career development. Salary: \$27,500-\$31,000. Review of applications to begin August 15, 1992 and continue until the position is filled. AA/EEO.

UNIVERSITY OF THE SACRED HEART



President

Nominations and applications are invited for the position of President of the University of the Sacred Heart at San Juan, Puerto Rico. This University, founded in 1935, is a private, coeducational catholic institution, incorporated as a non-profit corporation and governed by a lay Board of Trustees.

The University's 33-acre campus with its well-developed facilities is centrally located in metropolitan San Juan. It serves approximately 5000 mostly Hispanic students of whom around 70 percent receive some form of financial assistance.

Educational programs, grounded in the liberal arts and sciences, award 27 baccalaureate and 7 associated degrees in the Humanities, Natural Sciences, Business Administration, Communications, Social Sciences and Education. Graduate programs are offered in Public Relations, Information Systems Management and Educational Technology. Additional educational programs include Medical Technology and Nursing, Continuing Education, and Interinstitutional exchange arrangements with Marquette, Penn State and Seton Hall Universities and Manhattan College.

The University's President, under the general direction of the Board of Trustees, is the institution's chief executive officer with leadership and functional responsibilities for mission accomplishment, academic affairs, management, planning, development, and public relations. Candidates should have substantial administrative experience in higher education; commitment to teaching, scholarship and service as roles of a community-oriented institution; excellent communication and presentation skills, both in Spanish and English; strong interpersonal skills; experience in monitoring curricular development and in seeking private and corporate funding.

Nominations and applications should be submitted by August 21, 1992 to:

Presidential Search Committee
 P.O. Box 9003
 San Juan, Puerto Rico 00908

An equal opportunity, affirmative action employer (M/F/M/V).



UNIVERSITY OF MINNESOTA

Associate Vice President for Budget & Finance

The University of Minnesota invites nominations and applications for the position of Associate Vice President for Budget and Finance. This position reports to the Senior Vice President for Finance and Operations and oversees the budget (1.7 billion annually) and financial policy development process for the entire University of Minnesota system. Minimum qualifications for this position include a baccalaureate degree and eight years of previous experience, including responsibility for budget and finance function, indicating the ability to operate as a line executive officer at a high level of responsibility in a complex organization. Applications, consisting of a letter of interest, résumé and names, addresses and telephone numbers of three references, must be postmarked no later than August 18, 1992 and sent to:

Chair, Search Committee for
 Associate Vice President for Budget and Finance
 University of Minnesota
 301 Merrill Hall, 120 Church Street SE
 Minneapolis, MN 55455

The University of Minnesota is an equal opportunity educator and employer.

Women's Studies/Indiana University-Purdue University Fort Wayne. The University of Minnesota invites nominations and applications for the position of Director of Women's Studies. The Director will hold the rank of Associate Professor of Women's Studies. Candidates must have an earned Ph.D. or equivalent in an Arts and Sciences discipline and a strong research and teaching record in Women's Studies and in their discipline. Administrative experience is desirable but not essential. The Directorship may be assumed at the time of appointment or a year thereafter depending upon the wishes of the appointee. The Women's Studies Program at Fort Wayne has offered an interdisciplinary course since 1976 and began offering a major in 1991. Faculty from 8 departments offer cross-listed courses and participate in co-teaching. Women's Studies also has well-established links with disciplines in psychology and sociology and is the Fort Wayne campus of the Indiana University System.

BULLETIN BOARD: Positions available

PRESIDENT

Plymouth State College
 of the
 University System of New Hampshire

The Search Committee invites nominations and applications for the position of President, for appointment preferably in April 1993.

Plymouth State College is a separately located campus of the University System of New Hampshire. The College is situated in Plymouth, New Hampshire (population 6,000) in the central White Mountain region of the state.

Plymouth's total enrollment of 4,000 includes graduate and undergraduate students in Liberal Arts, Business, and Education programs, and offers associate, baccalaureate, and master's degrees. The college is governed by a 25-member Board of Trustees with a Chancellor responsible for coordination of member Board of Trustees with the five major units of the University System.

The President is the chief executive officer of the college, and a member of the University System Board of Trustees, in cooperation with the Chancellor, and under policies established by the Trustees, he/she is responsible for the general administration and management of all aspects of the institutional, research, and service programs of the institution.

Candidates should be established members of the higher education community, with an earned doctorate, collegiate teaching and administrative experience. Special consideration will be given to interpersonal and communications accomplishments.

The successful candidate will provide the College with stimulating intellectual leadership and a broad appreciation of the educational and public service missions of the state colleges. PSC is an AA/EEO employer and actively seeks women and minority candidates.

Applications with credentials and references must be received no later than October 15, 1992. Communications should be addressed to:

John P. Clark, Executive Secretary
 Presidential Search Committee
 Square Administration Building
 Plymouth State College
 Plymouth, NH 03264

The University System of New Hampshire is an Affirmative Action, Equal Opportunity Employer.

PRESIDENT

American Baptist College
 Nashville, Tennessee

A president is being sought for historically African American, Baptist affiliated, coeducational, Bible college.

Ideal candidate must be able to demonstrate experience or ability to expand enrollment, to strengthen academic programs, and to garner support from both the church and secular publics. In addition, candidate should be an accomplished speaker, demonstrated administrator, and of good character and integrity. Candidate must possess theological training and a master's degree, or its equivalent; an earned doctorate is preferred. Starting date January 1, 1993.

Send nominations and applications by September 1, 1992, to Chairman of Search and Selection Committee, American Baptist College, P.O. Box 24463, Nashville, Tennessee 37202-4463.

EXECUTIVE DIRECTOR

History Museum of Tampa/Hillsborough County, Florida, seeks individual qualified to lead "start up" of new museum for historic preservation, research and interpretation to direct establishment of museum for Florida Gulf Coast community rich in multi-cultural history. Tampa Bay has played vital role in economic development of Florida and is one of its most important historic sites. The museum will be a major attraction in the historic downtown area. The museum will be a major attraction in the historic downtown area. The museum will be a major attraction in the historic downtown area.

Interested candidates should send a letter of interest, résumé, and names, addresses and telephone numbers of three references to:

Chair, Search Committee for
 Executive Director
 History Museum of Tampa/Hillsborough County
 301 Merrill Hall, 120 Church Street SE
 Minneapolis, MN 55455

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PRESIDENTS

St. Louis Community
 College

St. Louis Community College at Forest Park
 and
 St. Louis Community College at Meramec
 (Two Openings Available)

The Board of Trustees and the Chancellor of St. Louis Community College invite nominations and applications for the position of President of St. Louis Community College at Forest Park and President of St. Louis Community College at Meramec.

St. Louis Community College is a public multi-campus two-year institution consisting of three campuses, three education centers, and a central administration office. The district includes the city of St. Louis, St. Louis County, and a small portion of two adjoining counties with an approximate population of 1.5 million. Approximately 33,000 students per semester are enrolled in more than 100 college transfer, career, continuing education, and customized training programs. The district has an annual budget of approximately \$80 million, employs approximately 1,330 full-time faculty and staff, 1,400 part-time faculty and 700 part-time staff. St. Louis Community College is a member of the League for Innovation in the Community College.

The Forest Park campus, located in the City of St. Louis, serves approximately 7,500 students per semester and employs approximately 375 full-time faculty and staff and over 900 part-time faculty and staff. The Meramec campus, located in St. Louis County, serves approximately 14,800 students per semester and employs approximately 428 full-time faculty and staff and over 1,300 part-time faculty and staff. The President of each campus is the chief executive officer and academic leader of the campus and reports directly to the Chancellor.

Position Profiles:
 Any combination of education, training, and experience that provides the required knowledge and abilities. Master's degree from an accredited institution, a doctorate degree is preferred. Seven (7) years of full-time experience including five (5) years of progressively responsible higher education administrative experience in curriculum development and administration of educational programs, with particular knowledge and experience in the areas of traditional and non-traditional education; academic affairs, student services and educational innovation. Four years of college level teaching experience desired.

Evidence of successful leadership in instruction, program development and student services.

Exhibit a devotion to excellence in research and teaching. Understanding of and commitment to the philosophy and mission of the comprehensive community college.

Understanding of and experience with strategic planning, financial management and proven ability to work with schools and colleges, business and industry, governmental agencies and community groups.

A demonstrated capacity for creative and resourceful management and leadership.

Superior communication, critical thinking, and team building skills. Sensitivity to the needs of a diverse campus community.

Demonstrated skills in fiscal planning.

Experience in employee contract administration.

Demonstrated commitment to student concerns.

Sensitivity to multicultural issues and demonstrated evidence of support for cultural diversity and affirmative action, equal educational opportunity programs.

Interested persons meeting the requirements of the position profile should send letters of application, including complete résumés plus three (3) letters of reference to: Don D. Eldridge, Associate Vice-Chancellor for Human Resources, 300 South Broadway, St. Louis, Missouri 63102. Application deadline is September 18, 1992. Starting date is January 4, 1993.

St. Louis Community College, as an equal opportunity employer, encourages the candidacies of minorities and women.

Classified Advertising Insertion Order

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The Chronicle of Higher Education
 Bulletin Board
 1255 Twenty-Third Street, N.W., Suite 700
 Washington, D.C. 20037

End Paper

'Beautiful Writing' From Mythical Cultures

LAST FALL Mary Dryburgh asked her advanced drawing class at the University of Tulsa to create a page of writing from "a culture that doesn't exist."

"The writings had to appear to make sense, to have some kind of logical flow," she said. "It was to appear as if there were some encoded information in there, if only the viewer knew how to decipher it."

The results, exhibited in the university library, became the inspiration for assignments in the creative writing and literature classes of A. G. Mojtabai and Isabella Matsikidze. The students wrote descriptions of the "writings" and the mythical cultures that had spawned them.

Now, some of the art work and descriptions have been reproduced in *Beautiful Writing*, a booklet published by the McFarlin Library at the University of Tulsa.

IT IS A SCROLL FROM ANCIENT ALPHOS. A country whose language and expression were musical, in our terms, and yet mute. There was no spoken language, only written. . . . The scroll, though old, is not scarred by time but rather by a "machine" which played the language. . . . As the paper passed through the strings of a harp-like device, musical notes were formed by the raised surface where the lines and rectangles were drawn in a hard waxy carbon-like substance. The result of pulling the scroll through rather quickly was music. One can tell which ideas were most dear to these people; truth is badly worn.

—Toni Ann Beach

MY NAME IS SERENA and I come from the land my people call Alora. . . . Women designed our language. It is beautiful like the woman who created it. . . . She made our language look like rivers and flowers and grass and sky, and all things that are beautiful. It flows and dances across the page as if the wind were blowing. Our language is a reflection of the land.

—Dawn Beckrell



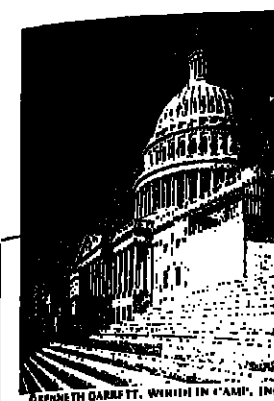
JUSTIN GAIL LOWAY



CAROL STANTON

PHOTOGRAPH BY MARK MOORE

Government & Politics



REPORT BY GABRIEL T. WILSON IN WASHINGTON

House Appropriations Bill: Education Department

	Fiscal 1992 Actual spending	Fiscal 1993 President's request	Fiscal 1993 Approved by House
STUDENT ASSISTANCE			
Pell Grants	\$5,460,000,000	\$6,637,637,000	\$6,586,470,000
Supplemental Grants	577,000,000	358,000,000	571,230,000
College Work-Study	615,000,000	454,000,000	608,850,000
Income-contingent loans	4,900,000	5,000,000	0
State Student Incentive Grants	72,000,000	0	71,280,000
Pell Grants	156,000,000	15,000,000	263,340,000
Stafford Student Loans	2,639,812,000	2,930,158,000	2,930,158,000
Paul Douglas Teacher Scholarships	15,000,000	15,000,000	14,850,000
GRADUATE SUPPORT			
Patricia Roberts Harris graduate fellowships	17,600,000	0*	17,424,000
Robert C. Byrd honors scholarships	9,600,000	9,600,000	9,546,000
Jacob K. Javits fellowships	8,000,000	0*	7,920,000
Patricia Roberts Harris public-service fellowships	3,200,000	0*	3,168,000
Minority participation graduate fellowships	6,000,000	0*	6,900,000
Areas of National Need fellowships	28,000,000	0*	27,720,000
INSTITUTIONAL ASSISTANCE			
Developing institutions			
Aid for historically black colleges	111,700,000	111,700,000	110,594,000
Endowment challenge grants	7,500,000	7,500,000	7,425,000
Institutional support	87,800,000	87,800,000	87,000,000
Cooperative education	14,000,000	14,000,000	13,900,000
Facilities			
College-housing and academic-facilities loans	3,600,000	3,500,000	3,500,000
Interest-subsidy grants	19,400,000	18,800,000	18,700,000
International education	40,000,000	40,000,000	44,500,000
Law School Clinical Experience	8,000,000	0	7,920,000
Veterans' Education Outreach	2,700,000	0	2,673,000
BILINGUAL EDUCATION			
Bilingual vocational training	3,000,000	0	2,970,000
Training grants	30,000,000	36,400,000	36,000,000

Department of Health and Human Services

	Fiscal 1992 Actual spending	Fiscal 1993 President's request	Fiscal 1993 Approved by House
SCIENTIFIC RESEARCH			
National Institutes of Health			
Cancer Institute	\$1,951,541,000	\$2,010,439,000	\$1,998,816,000
Heart, Lung, and Blood Institute	1,191,500,000	1,245,396,000	1,228,465,000
Institute of Dental Research	159,057,000	166,742,000	163,289,000
Institute of Diabetes, Digestive, and Kidney Diseases	662,678,000	699,809,000	688,633,000
Institute of Neurological and Communicative Disorders and Stroke	581,847,000	615,190,000	605,100,000
Institute of Allergy and Infectious Diseases	960,914,000	1,010,845,000	990,055,000
Institute of General Medical Sciences	819,134,000	862,069,000	842,229,000
Institute of Child Health and Human Development	519,724,000	545,238,000	534,094,000
Eye Institute	270,300,000	285,133,000	279,102,000
Institute of Environmental Health Sciences	252,031,000	281,513,000	255,115,000
Institute on Aging	383,611,000	407,284,000	402,218,000

* President Bush proposed that these programs receive no money, but he also proposed the creation of new programs to encompass the purposes of these programs.

	Fiscal 1992 Actual spending	Fiscal 1993 President's request	Fiscal 1993 Approved by House
LIBRARY RESOURCES			
Research libraries	\$5,900,000	\$0	\$5,800,000
Training and demonstration	300,000	0	300,000
College-library technology grants	6,400,000	0	6,340,000
AID TO DISADVANTAGED			
College-aid migrant programs	2,300,000	2,300,000	2,240,000
Legal Training for the Disadvantaged	3,045,000	3,045,000	3,015,000
Minority Institutions Science Improvement	6,000,000	6,000,000	5,940,000
Programs for disadvantaged students	385,100,000	412,000,000	381,300,000
EDUCATION RESEARCH AND STATISTICS			
Education research	71,000,000	115,000,000	70,290,000
Education statistics	47,300,000	63,600,000	63,000,000
EDUCATION FOR THE HANDICAPPED			
National Institute on Disability and Rehabilitation Research	61,000,000	68,400,000	61,000,000
Research and development	21,000,000	21,000,000	20,800,000
Personnel development	89,800,000	89,800,000	88,900,000
Rehabilitation training	36,700,000	36,700,000	36,700,000
Postsecondary programs	9,000,000	9,000,000	8,900,000
MISCELLANEOUS			
Adult education	287,300,000	303,800,000	309,600,000
Vocational education grants	950,000,000	990,500,000	980,600,000
Teacher training	253,500,000	261,600,000	258,900,000
Office for Civil Rights	53,800,000	61,400,000	58,900,000
Drug-abuse education, prevention at colleges, schools	62,100,000	72,100,000	71,400,000
Fund for the Improvement of Postsecondary Education	16,000,000	16,000,000	14,850,000
Student Literacy Corps	5,367,000	0	5,313,000
Women's educational equity	500,000	0	1,980,000
School, College, and University Partnerships	4,200,000	4,000,000	3,960,000

	Fiscal 1992 Actual spending	Fiscal 1993 President's request	Fiscal 1993 Approved by House
INSTITUTE OF ARTHRITIS, MUSCULOSKELETAL, AND SKIN DISEASES			
Research Resources	\$203,913,000	\$214,929,000	\$214,619,000
Center for Nursing Research	314,551,000	330,231,000	314,351,000
Institute of Deafness and Other Communication Disorders	44,970,000	48,568,000	47,363,000
Center for Human Genome Research	149,102,000	157,301,000	153,466,000
International Center	104,878,000	110,429,000	107,217,000
Library of Medicine	19,609,000	20,727,000	20,133,000
Total, N.I.H.	103,323,000	108,662,000	105,024,000
AIDS research, education, and prevention	8,932,000,000	9,376,000,000	9,211,000,000
HEALTH RESEARCH AND TRAINING			
Alcohol, Drug Abuse, and Mental Health Administration Research	1,968,000,000	2,069,000,000	1,980,000,000
Centers for Disease Control Occupational safety, health research and training	982,522,000	1,018,000,000	980,795,000
	103,000,000	85,000,000	102,800,000

The Higher Education Amendments of 1992

Student Aid

Eligibility Rules

- Combines Pell Grant needs-analysis formula with the Congressional Methodology formula that is used for other programs to create a single formula for all programs.
- Changes "independent student" definition to require most unmarried students to be at least 24 years old to qualify as independent, eliminating a provision that allowed younger students to qualify if they had income of \$4,000 a year.
- Eliminates equity in home or farm from calculations of wealth.
- Adds state-approved tests to the pool of federally approved "ability to benefit" tests that students without high-school diplomas must pass to receive aid.

Federal Pell Grant Program

- Eliminates three-part formula for determining size of Pell Grant that currently limits grants at low-cost colleges to 60 per cent of costs. Replaces the formula with a single rule that specifies grant is equal to maximum grant minus the family contribution determined through needs analysis.
- Authorizes a maximum grant of \$3,700 for the 1993-94 academic year; \$3,900 for 1994-95; \$4,100 for 1995-96; \$4,300 for 1996-97; \$4,500 for 1997-98.
- Increases the minimum grant to \$400, from \$200.
- Stipulates that half of funds in excess of \$2,400 a year should be awarded to pay for living expenses and the other half for tuition costs.
- Provides for a child-care allowance of \$750 to be included in Pell Grant calculations for eligible recipients.
- Extends eligibility for grants to students who attend college less than half time.
- Bans grants to incarcerated students facing death penalty or life in prison without possibility of parole.
- Limits grants for eligible prisoners to cost of instruction and an allowance for books and supplies, but not living expenses.
- Allows student-aid officers to increase size of Pell Grants for students in study-abroad programs when cost of program exceeds tuition at the home institution.
- Requires the Education Secretary to notify Congress "promptly" when funds are insufficient to finance grants.

Federal Supplemental Educational Opportunity Grant

- Reduces the federal share of the grants to 75 per cent from 85 per cent, thereby increasing the share that colleges must contribute.
- Maintains maximum grant at \$4,000, but allows for an additional \$400 for students in study-abroad programs that are more expensive than their college costs.
- Authorizes increased awards to institutions where at least half of the Pell Grant recipients graduate or transfer to four-year colleges, provided that appropriations for the program exceed \$700-million.

Federal Work-Study Programs

- Allows the Education Department to provide extra funds to institutions where at least half of the Pell Grant recipients graduate or transfer to four-year colleges, provided that the appropriation for the program exceeds \$700-million.
- Requires that all institutions, beginning in 1994, use at least 5 per cent of their work-study funds for community-service jobs unless the Education Department believes the requirement would cause financial hardship for students.
- Requires the Education Department to reallocate unused funds to those colleges that have used at least 10 per cent of their work-study funds for community-service jobs.
- Increases the amount by which students may exceed their work-study award to \$300, from \$200.
- Increases the federal share to 75 per cent for the 1993-94 academic year, from 70 per cent, thereby decreasing the portion that colleges must contribute.
- Eliminates federal payment of 90 per cent for community-service jobs, and specifies that community-service employer may pay up to 40 per cent of the institution's share of work-study funds.
- Authorizes the Education Department to allow institutions to use 10 per cent of their work-study funds or \$50,000, whichever is less, to establish or expand a program that develops or locates jobs.
- Establishes a new "Work Colleges" program under which the federal government would pay half the cost of operating programs that are intended to integrate job opportunities into the curriculum.

State Student Incentive Grants

- Continues matching-grant program and increases maximum grant to \$5,000 from \$2,500.
- Specifies that students should not pay fees to application-processing companies to determine eligibility for the grants, but that such fees could be paid to the states.

Federal Perkins Loans

- Decreases the federal share from 90 per cent to 82.4 per cent in fiscal 1993 and to 66.7 per cent in subsequent years, thereby increasing the amount that colleges must contribute.
- Redefines the way default rates are to be calculated, beginning in fiscal 1994.
- Increases loan limits to \$3,000 for undergraduates and \$5,000 for graduate students at eligible institutions and to \$4,000 and \$6,000 respectively for students attending institutions that have low default rates and that have agreed to increase their contribution to the program.
- Continues to allow cancellation of loans for borrowers who become nurses, medical technicians, teachers in shortage areas, or workers in family-service agencies.

Federal Family Education Loans

- Continues the Robert T. Stafford Federal Student Loan, Supplemental Loans for Students, and Parent Loans for Undergraduate Students programs.
- Increases Stafford loan limits to \$3,500 for sophomores, \$5,500 for other undergraduates effective on July 1, 1993, and to \$8,500 for graduate students effective on October 1, 1993.

- Establishes total Stafford limits of \$23,000 for undergraduates and \$65,500 for graduate students, which includes debts they've incurred as undergraduates.
- Repeals the 8-per-cent rate on Stafford Student Loans for first-time borrowers in favor of a rate set annually on June 1 at 3.1 points above the rate on three-month Treasury bills, with a cap of 9 per cent.
- Reduces the interest rate on Supplemental Loans for Students to 3.1 points above the rate for one-year Treasury bills, with a cap of 11 per cent.
- Reduces the interest rate on Parent Loans for Undergraduate Students to 3.1 points above the rate for one-year Treasury bills, with a cap of 10 per cent.
- Retains \$4,000 limit on Federal Supplemental Loans for Students for freshmen and sophomores, increases limit to \$5,000 for other undergraduates, and to \$10,000 for graduate students.

Federal Direct Loan Demonstration Program

- Creates program of loans made by the federal government through colleges and trade schools beginning on July 1, 1994, and terminating on June 30, 1998.
- Requires the Education Department to select a "cross-section" of institutions that have received a total of \$500-million in Stafford, supplemental, and parent loans in the most recent year for which data are available.
- Specifies that participating institutions cannot represent more than 15 per cent of the guaranteed-student-loan volume of one guarantee agency.
- Requires the Education Department to select 35 per cent of the program participants to offer income-sensitive repayment to borrowers.
- Specifies that higher-education institutions will act as agents of the Education Department and must accept liability stemming from failure to perform its functions.
- Makes students at participating institutions ineligible for Stafford loans, supplemental, or parent loans.
- Requires the Education Department to issue at least five contracts for servicing direct loans.
- Requires the Education Department to make an annual report on the status of the demonstration project and the General Accounting Office to do a final report in 1998 that compares the operation of the program with a control group of similar size in the guaranteed-student-loan programs.
- Authorizes funds for administrative costs of \$10-million in fiscal 1993, \$17-million in 1994, \$37-million in 1995, \$54-million in 1996, and \$65-million in 1997.

Scholarships and Fellowships

- Continues the Hyrd Honors Scholarship Program to provide awards of \$1,500 a year to high-achieving high-school students.
- Continues the National Science Scholars Program to provide scholarships to high-school students interested in science.
- Reauthorizes the United States Institute of Peace and creates the Spark M. Matsunaga Scholars Program to provide scholarships in international peace to high-school and college students.
- Creates a program to provide scholarships to athletes in college who are training at the United States Olympic Education Center or the United States Olympic Training Center.
- Continues the Paul Douglas Teacher Scholarships for outstanding high-school graduates who want to become teachers.
- Continues the Christa McAuliffe Fellowship Program for schoolteachers who take sabbaticals for study, research, or academic improvement.
- Continues the following graduate programs and increases the size of stipends to make them equal to National Science Foundation fellowships, which are now \$14,000:
 - Patricia Roberts Harris Fellowship Program for women and minority-group members.

- Requires that guarantee agencies use a single application for regular and unsubsidized Stafford loans.

What They Mean for Colleges and Students

—Jacob K. Javits Fellowship Program for graduate students in the arts, humanities, and social sciences.

—Graduate Assistance in Areas of National Need fellowships in biology, chemistry, engineering, mathematics, and other fields.

Creates the Faculty Development Fellowship Program of grants to colleges or higher-education groups to help minority faculty members or undergraduates finance the education they need to advance their careers in academe.

Continues a program to provide annual grants to the Council on Legal Education Opportunity to help low-income, minority-group, or educationally disadvantaged college graduates pursue law degrees.

Continues a program that provides grants to law schools to pay 90 per cent of the cost of programs that provide students with clinical experience.

Creates a program to provide grants to colleges or consortia of colleges to involve undergraduates who are female or are members of minority groups in research activities designed to interest them in graduate education.

Other aid programs

Repeals the Income-Contingent Loan Program in existence on 10 campuses since 1986, allows the outstanding loans to be converted to Perkins Loans, and permits institutions to transfer any remaining funds to work-study, Perkins loans, or Supplemental Educational Opportunity Grants.

Establishes a demonstration program under which the government would repay the Stafford loans made after October 1, 1992, for borrowers who teach full time in shortage areas, who volunteer for the Peace Corps or other non-profit agencies, or who serve as full-time nurses in public hospitals, rural health clinics, or acute-care facilities.

Requires the Education Secretary to begin a program to encourage employers to assist employees in repaying student loans through means that may include payroll deductions or cash assistance for loan payments.

Creates a program that allows the Education Department to offer alternative repayment options to high-risk borrowers who request them.

Creates the National Student Savings Demonstration Program to provide grants to five states to operate college-savings programs, which may include some contribution from the state and up to \$50 a child from the federal government.

Continues the High School Equivalency Program and the College Assistance Migrant Program to educate migrant workers and their children about college opportunities and to help them succeed when they enroll.

Repeals the Veterans Education Outreach Program, which provided grants to institutions that enrolled more than 100 veterans.

Increases the authorization for payments to colleges that provide child-care services for disadvantaged students.

New Spending Ceilings

Program	1992 Appropriation	1993 Ceiling
Pell Grant	\$2,400/year	\$3,700/year
Supplemental Educational Opportunity Grant	\$577,000,000	\$675,000,000
College Work-Study	\$618,000,000	\$800,000,000
Perkins Loans	\$171,000,000	\$250,000,000
Income-Contingent Loans	\$5,000,000	0
State Student-Incentive Grants	\$72,000,000	\$105,000,000
Paul Douglas Teacher Scholarships	\$15,000,000	\$26,000,000
Christa McAuliffe Fellowship Program	\$2,000,000	\$20,000,000
Patricia Roberts Harris Fellowship Program	\$18,000,000	\$60,000,000
Jacob K. Javits Fellowship Program	\$8,000,000	\$30,000,000
Graduate Assistance in Areas of National Need	\$28,000,000	\$40,000,000
Urban Community Service Grants	\$8,000,000	\$20,000,000
Grants for Academic Facilities	0	\$350,000,000
National Early Intervention Scholarship and Partnership Program	0	\$200,000,000
Presidential Access Scholarships	0	\$200,000,000

* New program

Changes in application process and other procedures

Expands the pool of people eligible to use a simple aid application to include those who file 1040A or 1040EZ federal tax forms and whose families earn less than \$50,000.

Requires the use of a single, free application for federal aid programs that may include up to eight questions that states may use to award state aid.

Permits colleges and states to require a second application for state or institutional aid, but requires that fees for such applications be "reasonable."

Specifies that data are owned by the Education Department and that processors cannot enter exclusive arrangements with banks, guarantee agencies, or others without the Education Secretary's written approval.

Requires the Education Department to develop within 240 days of enacting the law a re-application system that allows students to update data from the previous year without filing a whole new application.

Requires preparers of aid applications to include their name, signature, address, Social Security number, and organizational affiliation on the application.

Prohibits institutions from assessing late fees or other penalties against students whose loan checks are delayed because of the government's requirement that checks not be cashed until 30 days after the start of instruction.

Requires eligible institutions to have refund policies that repay aid recipients for unearned tuition, fees, room and board, and other charges if they withdraw up to 60 per cent of the way into the enrollment period.

Decreases the default-rate threshold for making institutions ineligible for student loans to three consecutive years of default rates above 25 per cent.

Eliminates the requirement that borrowers older than 21 have a good credit record or a co-signer to receive loans.

Requires that institutions allocate at least 5 per cent of supplemental grants, work-study, or Perkins Loans to part-time students if their need level represents 5 per cent of the institution's total need.

Requires employees of and consultants to postsecondary-education institutions, lenders, guarantee agencies, servicers, accrediting agencies, and state licensing boards to report to the Secretary any financial interest they may have in any other entity participating in the aid programs.

Requires the Education Department to repay loans made after January 1, 1986, if the loan was falsely certified or if the borrower was unable to complete the program because the institution closed.

Limits loan eligibility for foreign medical schools to those whose programs are approved by a state government or where Americans make up less than 40 per cent of the student body and where at least 60 per cent of its most recent graduates passed a specified test.

Eliminates from the aid programs institutions that offer more than half of their courses as correspondence programs or who enroll more than half of their students in such courses.

Eliminates from aid eligibility institutions that enroll more than a quarter of their students from prisons, but provides for a waiver if the students are at a non-profit institution and are pursuing an associate's or bachelor's degree.

Eliminates from aid eligibility institutions that have filed for bankruptcy or whose owner or chief executive officer has been convicted of or pleaded guilty to improper use of federal aid funds.

Makes proprietary schools ineligible for aid if they receive more than 85 per cent of their revenue from federal-aid programs.

Makes short-term courses ineligible for aid programs unless they meet quality standards to be developed by the Education Department.

Makes students in correspondence courses ineligible for aid unless they are pursuing an associate's, bachelor's, or graduate degree.

Permits aid officers to reduce aid for students in courses offered through telecommunications if the officers determine the cost is substantially lower than other courses.

Specifies that students who are pursuing a second bachelor's degree or second graduate degree are eligible for aid.

Requires the Education Department to match data with the Selective Service System to block aid to men who have not registered for the draft.

Requires the Education Department to verify the Social Security numbers of all aid recipients and to terminate a student's aid if the number proves incorrect.

Requires, to the extent practicable, that a guarantee agency insure that borrowers have only one lender, guarantee agency, or loan servicer for all their loans.

Eliminates the requirement that the Education Department provide a recorded hearing for institutions that dispute the results of a department audit or program review, but allows the institution to record the hearing at its expense.

Requires that an institution's aid programs be audited annually, not biennially.

Increases penalties for student-aid fraud to a fine of up to \$20,000 and/or five years in prison and, for cases involving less than \$200, a fine of up to \$5,000 and/or a year in prison.

Continued on Following Page

The Higher Education Amendments of 1992: What They Mean for Colleges and Students

Continued From Preceding Page

■ Requires the Education Department to hold regional meetings with participants in student-aid programs during the process of developing student-aid regulations.

Oversight of Eligible Institutions

■ Retains the three requirements of state licensing, private accreditation, and federal certification for institutions participating in aid programs.

■ Requires each state to identify a single entity to be responsible for reviewing postsecondary-education institutions and authorizes \$75-million in fiscal 1993 for federal payments to the entities.

■ Requires states to review institutions identified by the Education Department that have met one or more of the following criteria:

1) Its default rate is greater than or equal to 25 per cent.

2) Its default rate is greater than or equal to 20 per cent and either more than two-thirds of its students receive federal aid or more than two-thirds of its expenditures are paid with federal aid.

3) More than two-thirds of its expenditures are paid with Pell Grants.

4) The Education Secretary has taken action against it in the past five years.

5) A finding in one of its two most recent audits required it to return more than 5 per cent of its aid funds to the government.

6) The Education Secretary cited it for failing to submit audits in a timely fashion.

7) It has a year-to-year fluctuation of 25 per cent in amounts received under the Pell Grant, Stafford loan, or supplemental-loan programs.

8) It has failed to meet financial-responsibility standards set by the Secretary.

9) It has had a change in ownership.

10) It is a non-public institution that has participated in student-aid programs for less than five years.

11) It is subject to "a pattern of student complaints" related to its management of student-aid programs or its misleading advertising or promotion.

■ Permits state entities to review institutions that the entities have "reason to believe are engaged in fraudulent practices."

■ Specifies that reviews conducted by state entities should, among other things, assure that institutions give students accurate information about courses and tuition, have standards of academic progress, comply with fire safety and health codes, have sufficient financial and administrative capacities, have adequate procedures for resolving student complaints, and have provisions for educating students if the institution closes.

■ Requires that state entities conducting reviews contract with a private accrediting association or another peer-review system to assess the quality of the institutions' courses, including the adequacy of the space, equipment, instructional materials, staff, and student-support services.

■ Requires that accrediting agencies expand their reviews to include student-loan default rates and compliance with student-aid rules, and to make public a summary of reviews that result in an institution's accreditation being denied, terminated, or suspended.

■ Requires that accrediting agencies be composed of one public member for every six members representing institutions accredited by the agency.

■ Bars the Education Secretary from establishing standards not included in the legislation, and prohibits the Secretary from basing decisions on approving agencies on standards that are not related to federal law.

■ Allows the Secretary to permit an institution to remain eligible while it searches for a new accrediting agency if the institution lost its accreditation or voluntarily withdrew because its religious mission conflicted with an accrediting standard not relevant to federal law.

■ Requires the Education Department to prescribe financial and administrative-capacity standards that institutions must meet to be eligible for aid.

■ Requires every institution participating in aid programs to be considered for recertification within the next five years, with certifications lasting no more than four years.

■ Requires Education Department personnel to visit every institution that is to be certified or recertified and permits the department to charge the institution for the cost of the visit.

■ Requires the Education Department to establish a data base that contains information about an institution that has been compiled by the department, state licensing agencies, guarantee agencies, accreditors, and the Department of Veteran's Affairs.

Requirements Not Related To Aid Programs

■ Requires institutions to report crime statistics for the two preceding calendar years on murder, sex offenses (forcible or non-forcible), robbery, aggravated assault, burglary, and motor-vehicle theft and to make students aware of crime-prevention programs and procedures for reporting crimes.

■ Requires institutions that offer athletic scholarships to report annually the revenues and expenses of their sports programs.

■ Requires that institutions disclose grants from a foreign source or contracts made with such a source if they total \$250,000 or more in a calendar year.

■ Allows colleges to release crime records maintained by their law-enforcement units.

Federal Outreach and Student-Service Programs

■ Continues Trio programs for disadvantaged high-school and college students and imposes new minimum grant levels.

■ Requires the Education Secretary to notify applicants for Trio grants of a decision at least eight months before their programs are to begin.

■ Bars the Education Secretary from requiring a separate director for any of the Trio programs if doing so would hinder coordination among the programs.

■ Requires that at least one-third of disabled students in the Student Support Services program on a campus be low-income individuals.

■ Creates the National Early Intervention Scholarship and Partnership Program to help states operate programs that educate low-income schoolchildren about college and that provide them scholarships if they attend college.

■ Requires that the early-intervention scholarships be equal to the maximum Pell Grant or 75 per cent of the in-state costs of four-year public universities, whichever is less.

■ Requires that recipients be less than 22 years old and have received a high-school diploma or its equivalent after Jan. 1, 1993.

■ Creates Presidential Access Scholarships for students who are eligible for Pell Grants, have completed college-preparatory programs, and have demonstrated academic achievement.

■ Specifies that a Presidential scholarship be equal to one-quarter of a student's Pell Grant or \$400, whichever is greater.

■ Requires that a scholarship recipient be in a two-year college program and have completed the following courses in high school: four years of English, three years of science, three years of mathematics, three years of history (which may include one of social studies), and either two years of a foreign language or one year of computer science and one year of a foreign language.

■ Requires that scholarship recipients be ranked in the top tenth of their high-school class or have participated for at least 36 months in early-intervention program.

■ Creates Model Program Community Partnership and Counseling Grants for local education agencies that work with businesses, labor organizations, or community groups to counsel schoolchildren about college admissions requirements, admissions procedures, and student-aid opportunities.

■ Requires the Education Secretary to award a contract to create a computerized data base of all public and private student-aid programs that would be accessible to schools and libraries using telephone lines.

■ Continues the toll-free telephone line that the Education Department operates for students or parents with questions about student aid.

■ Establishes the Early Awareness Information Program to use advertising and other means to encourage people to attend postsecondary institutions and to make them aware of student-aid opportunities.

■ Authorizes the Education Secretary to contract with companies that process student-aid applications to process a pre-eligibility form at no cost to students that would advise them of how much aid they could expect to receive when they attend college.

■ Creates a program to provide two-year grants to local educational organizations to educate teachers, principals, and counselors about college admissions and student-aid procedures so that they may counsel students.

Institutional Aid

■ Continues a grant program for institutions that enroll a large proportion of needy students.

■ Creates a program to provide grants to institutions where Hispanics represent more than one-quarter of the undergraduate enrollment.

■ Continues grant programs to strengthen historically black colleges and universities.

■ Adds the following institutions to the list of those eligible for aid to historically black graduate schools: Alabama A&M University, Florida A&M University College of Pharmacy and Pharmaceutical Sciences, Hampton University, Jackson State University, Morgan State University, North Carolina A&T University, North Carolina Central University School of Law, Southern University School of Law, Texas Southern University School of Law and College of Pharmacy and Health Sciences, University of Maryland Eastern Shore, and Xavier University of Louisiana College of Pharmacy.

■ Continues the Endowment Challenge Grant program to provide federal matching grants to encourage institutional fund-raising.

Facilities

■ Creates a program to provide states with matching funds that they are to award on a competitive basis to institutions seeking to improve academic and library facilities, but declares ineligible any institution that has received a direct, non-competitive award from the federal government within the two preceding fiscal years.

■ Creates a program that provides guarantees on loans received by historically black colleges for the repair or renovation of campus facilities, but specifies that the government will not guarantee more than \$375-million at a time, of which \$250-million may be for private black colleges and \$125-million for public black colleges.

■ Consolidates a loan program for academic facilities and a loan program for housing facilities.

Teacher Education

■ Creates a program to provide grants to state education agencies for teacher-education efforts, and provides that the size of the grant be determined by the state's portion of the nation's 5-to-17-year-olds and its portion of Chapter 1 funds for disadvantaged children.

■ Establishes at least one, and as many as three, National Teacher Academies to help teachers stay up to date in each of the following subjects: English, mathematics, science, history, geography, civics and government, and foreign language.

■ Creates a Teacher Corps Program to help states provide three-year scholarships of up to \$5,000 a year to highly qualified individuals who are interested in teaching, and to direct them to jobs in schools where student achievement is poor and poverty is severe.

■ Creates a teacher-certification program to provide grants to states to develop or expand programs that enable "qualified professionals who have demonstrated a high level of subject area competence" become certified to teach.

■ Creates a demonstration program to provide grants to local school districts to pay half the cost of demonstrating ways to reduce class size.

■ Creates a middle-school demonstration program to provide grants to colleges and universities to develop model programs for training or retraining teachers who teach grades six through nine.

What They Mean for Colleges and Students



One of the last steps of the 17-month reauthorization process, House and Senate conferees gather to draft the final version of the Higher Education Act.

■ Creates a program to help states provide scholarships and other aid to minority-group school employees who want to become teachers.

■ Creates a program to help states or local agencies provide tutoring, counseling, and other services that are intended to prepare minority high-school students for teaching careers.

■ Creates a program to help colleges support teacher-education programs that lead to the placement of teachers in schools where minority children account for at least half of the population.

■ Creates the National Mini Corps Program to provide grants to colleges to encourage low-income and first-generation students to tutor and counsel disadvantaged schoolchildren.

■ Creates a program to provide grants to consortia of colleges and schools to improve foreign-language and area-studies instruction in schools.

■ Creates a program to provide grants to colleges or education agencies to encourage the use of technology in teaching foreign languages in elementary or secondary schools.

■ Creates a program to provide grants to states with fewer than 1,000,000 residents to develop model programs for education reform and teacher training.

■ Creates a program to award grants to colleges to develop model faculty-development programs that are designed to show high-school teachers and college faculty members how to teach students with disabilities.

■ Creates a program to award grants to colleges to enable them to prepare students for work in preschool programs or as counselors for young children who have been affected by violence.

■ Creates a program to provide grants to states to improve the education of staff members working in early-childhood development.

■ Authorizes the Education Department to contract with entities to develop a national or regional job bank for teachers.

■ Authorizes the Education Department to make grants to consortia of school districts and colleges to provide training for "school-based decision makers."

■ Reauthorizes the National Board for Professional Teaching Standards.

International Education

■ Continues a program that provides grants to universities that operate centers for research on foreign language or area studies.

■ Continues a program that provides grants to universities that operate Language Resource Centers that are intended to improve the teaching of foreign languages.

■ Continues a program that pays half the cost of undergraduate international-studies and foreign-language programs.

■ Continues a program that provides grants to colleges that operate Intensive Summer Language Institutes for advanced foreign-language students or for teachers of foreign languages.

■ Continues a program that assists colleges and non-profit libraries to acquire periodicals and other research materials published outside the United States.

■ Creates a program of grants to campuses for international business centers that provide research and instruction that is intended to improve the nation's international competitiveness.

■ Continues a program that provides grants to colleges to foster links with the business community for purposes of educating business owners and improving the college's international curricula.

■ Creates an Institute for International Public Policy at a historically black college to be selected by the Education Department. The institute would be designed to increase the number of blacks and other minority-group members in international service by encouraging study abroad, language training, internships, and graduate work.

Libraries

■ Repeals the College Library Resources program that provided grants to institutions where library spending was below average.

■ Continues the College Library Technology and Cooperation Grants program to provide grants of up to \$25,000 to libraries or consortia of libraries to support acquisition and sharing of technology.

■ Continues the Library Education and Human Resource Development program to provide grants to libraries or library organizations for professional development programs and for research on improving libraries.

■ Continues a program to provide grants to "major research libraries" to make them more accessible to scholars.

■ Creates a program to provide aid to historically black colleges and others with large numbers of minority students to strengthen their library and information-science programs.

Miscellaneous Programs

■ Reauthorizes the Tribally Controlled Community Colleges Act.

■ Continues a cooperative education program to provide grants to colleges that encourage work experience for students.

■ Continues the School, College, and University Partnerships program to provide grants to partnerships that help educate secondary-school students.

■ Creates the Articulation Agreement program to provide funds to states to promote agreements that help students at two-year colleges transfer to four-year institutions.

■ Creates a program to provide funds to partnerships involving colleges, local governments, and public-television stations to encourage the use of telecommunications to educate disabled college students and others.

■ Creates the Women and Minorities Science and Engineering Outreach Demonstration Program to provide matching grants to colleges to work with elementary and secondary schools in attracting female and minority-group students to undergraduate and graduate science and engineering programs.

■ Creates the Dwight D. Eisenhower Leadership Program to provide grants to colleges to teach leadership skills and to provide for internships in national and international organizations.

■ Continues Urban Community Service Grants to provide urban institutions with matching grants to work with private and civic organizations on solutions to urban problems.

■ Continues the Innovative Projects for Community Service program to provide grants to colleges to support community-service activities.

■ Creates the Literacy Corps Program and the Mentoring Corps Program to provide grants to colleges to establish for-credit courses in which students are required to provide literacy training for disadvantaged children and their parents or to act as mentors to disadvantaged children.

■ Creates a program to award a grant to a consortium of colleges to operate the National Center for the Workplace for research on problems in the workplace.

■ Authorizes the Education Department to award a grant for a National Clearinghouse for Postsecondary Education Materials that would make educational materials available to students with disabilities.

■ Authorizes the Education Department to make grants to colleges to help them develop and distribute information about disciplinary policies regarding sexual offenses and about aid available to victims.

■ Creates a program to enable states to reimburse needy students for the cost of taking Advanced Placement tests.

■ Allows colleges and universities to agree with each other to award aid based on need and to adopt "defined principles of professional judgment for determining student financial need."

■ Requires the Education Secretary to create within six months the post of Liaison for Community and Junior Colleges and to appoint someone who has graduated from and worked for a two-year college.

Committees and Commissions

■ Reauthorizes the Fund for the Improvement of Postsecondary Education and requires it to finance grants to colleges to improve international exchanges and campus climate and culture.

■ Reauthorizes Congress's Advisory Committee on Student Financial Assistance and requires it to study the impact of the reauthorization bill and ways to simplify the student-loan programs.

■ Reauthorizes the National Advisory Committee on Accreditation and Institutional Eligibility.

■ Establishes the National Advisory Committee on Institutional Quality and Integrity to be composed of 15 members knowledgeable about postsecondary education who will be charged with assessing the procedures by which institutions become eligible for student aid.

■ Establishes a nine-member National Commission on Independent Higher Education to report within three years on state and federal policies that affect private colleges.

■ Establishes a 12-member National Commission on the Cost of Higher Education to report within two years on tuition trends, and to develop a standardized form for reporting annually the administrative, instructional, and capital costs of colleges.

Studies

■ Requires the Education Department to report on the following subjects:

The role of guarantee agencies in student loans.

"The advisability of statutorily protecting officials of accrediting agencies" that are evaluating institutions for federal aid eligibility.

The number of students who refuse to repay their loans because an institution defrauded them.

Programs designed to make higher education more accessible to non-traditional students.

How student aid is coordinated with other federal benefit programs.

Factors that affect the college-going rates of disabled students, minority-group students, and other at-risk groups.

The effectiveness of programs that guarantee schoolchildren aid for postsecondary education.

The quality of information that it now collects about graduate education.

The extent to which asbestos, radon gas, and lead in drinking water are problems on college campuses (with the help of the Environmental Protection Agency).

The use of Pell Grants by prisoners.

—COMPILED BY THOMAS J. DeLOUGHRY

Reauthorization Act Says Accreditors Must Monitor Student-Aid Compliance

Continued From Page A15

Some accreditors, however, said that they saw no problem in the new requirements they would face under the legislation. Kenneth Perrin, president of the Council on Postsecondary Accreditation, said he was "extremely pleased" with

The student-aid legislation also contains provisions to resolve an accreditation controversy over the use of "diversity standards."

the bill—particularly compared with the initial proposals to exclude regional accrediting groups from the student-aid system.

"Reason prevailed and Congress realized that accreditation is an important part of the higher-education scene," Mr. Perrin said.

Not 'Unnecessarily Onerous'

As to the requirements on student-loan defaults, Mr. Perrin said that it was reasonable for Congress to state that it wanted more attention paid to a particular issue. "We are going to have to do business slightly differently in the future, but that's O.K.," he said.

Charles M. Cook, director of the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, said he had "some concern" about the provisions on defaults, but did not see the requirement as "unnecessarily onerous."

Mr. Cook noted that many default figures issued by the Education Department in the past had had to be corrected later, and that he did not want accrediting teams to be issuing reports based on inaccurate data. He also said that the regulations on the new law, which will be issued by the Education Department, could alleviate any problems by stating that default rates alone should not be used to deny accreditation to a college.

'Diversity Standards'

The student-aid legislation also contains provisions to resolve an accreditation controversy over the use of "diversity standards" by accrediting groups. Education Secretary Lamar Alexander battled Middle States for two years over its use of the standards, under which colleges were evaluated on how well they recruited and retained minority students and faculty members. The association has since made its entire diversity policy optional.

Mr. Alexander has said that diversity standards encourage the use of quotas and may discriminate against colleges that, for religious reasons, do not want to recruit

women for certain positions. Middle States officials have accused the Secretary of distorting their standards, which they have defended as necessary to insure that colleges educate students from a variety of backgrounds.

Something to Both Sides

The reauthorization bill gave something to both sides of the debate. The legislation would bar the Education Secretary from imposing new standards on accrediting associations, as Middle States contended Mr. Alexander was trying

to do by questioning its policies. Further, the legislation states that accrediting agencies may have standards that are not required by the federal law.

In a gesture toward religious colleges, however, the bill states that such institutions can maintain eligibility for federal programs if they must leave an accrediting body because that group's rules conflict with the college's religious philosophy—provided that the college looks for another accrediting agency that is recognized by the department.

Government & Politics

The legislation also would appear to insure continued debate about the proper role of accrediting agencies and the Education Department in monitoring the compliance of colleges with student-aid rules.

The bill creates a new panel, the Committee on Institutional Quality and Integrity, that will consist of 15 people appointed by the Education Secretary "to assess the process of eligibility and certification" for participating in federal student-aid programs, and to make recommendations for reform.

New Law Permits Release of Reports on Campus Crime

WASHINGTON Newly enacted student-aid legislation contains a provision that allows colleges to release to the public copies of crime reports produced by campus law-enforcement officers.

The legislation, the reauthorization of the Higher Education Act, was signed by President Bush last month. The provision on crime reports is expected to end a two-year battle between journalists, colleges, and the Education Department over access to the records.

The provision on the crime reports amends a 1974 law known as the Buckley Amendment because its chief sponsor was former New York Sen. James Buckley. The law barred colleges from releasing information about students without

their permission and gave students the right to see most records about them.

The Education Department has maintained that the law covers campus crime reports and has threatened to bar federal funds from colleges that release them to the public. Journalists in several states have challenged that interpretation and have said that the law was intended to cover only educational records. Several federal and state judges have ruled in favor of the journalists and ordered colleges to release the records, which are covered by state open-records laws.

Last year, Education Secretary Lamar Alexander said he favored legislation to clarify the situation, and last week he praised the Buckley Amend-

ment exemption included in the Higher Education Act.

Said Mr. Alexander: "With this change we make it easier for parents and students, faculty and neighbors to know if the campus is safe. It's the kind of information responsible adults need to protect themselves and those they care about."

Mark Goodman, executive director of the Student Press Law Center, said he was pleased with the provision on crime reports, but said he was not convinced that the Education Department was committed to disclosure of the records.

"If the views the Education Department is now expressing are sincere, it could have ended this long ago and it didn't," Mr. Goodman said.

—SCOTT JASCHIK

Give & Take

A donor to the University of Houston says he has learned that \$11.4-million speaks louder than \$2-million. So he asked for his gift back.

In May 1991, LeRoy Melcher, a Houston investor, promised \$2-million toward the cost of a new building for the UH Alumni Organization, which now occupies cramped quarters. The new building was to have large offices and meeting rooms and was expected to cost about \$5-million.

Then, last fall, John and Rebecca Moores gave the university \$51.4-million, with \$25-million earmarked for a new athletics and recreation center. Soon after, the university decided the alumni organization would be housed in the new state-of-the-art center and scrapped plans for a separate alumni office.

The new plan, however, angered Mr. Melcher, a 1933 alumnus who says he has given the campus more than \$5-million over the years.

"I don't think too much of anyone making a deal—and then making another deal when someone else with more money comes along," Mr. Melcher says.

The university returned \$1-million he had already paid on his \$2-million pledge. Asked in an interview if the incident will affect his future donations to the campus, Mr. Melcher didn't say Yes or No. But he did name other places to which he plans to give money.

University officials say the campus had problems raising enough money to pay for the alumni building. Mr. Melcher's gift was all that had been designated for the project.

The gift from the Moores, on the other hand, could easily cover the cost of incorporating the alumni offices in the new center, they say.

"Mr. Melcher's done a lot of good for the university over the years," says Richard A. Levy, director of communications for the Houston system. "It's a shame this had to happen."

Looking to capitalize on the popularity of its affable leader, the University of California at Berkeley has made Chancellor Chang-Lin Tien the star of its latest fund-raising appeal.

Seeking \$3-million in unrestricted gifts for a fund known as the Chancellor's University Fund, the Berkeley campus has sent brochures and letters to alumni and friends that describe Mr. Tien's efforts to improve undergraduate education and help the institution remain accessible despite deep cuts in state support.

One brochure features a cover picture of the beaming chancellor beneath the text: "Q. Who's making sure that Cal stays affordable? A. Chancellor Tien."

University officials say the appeals are designed not to promote the chancellor personally, but to take advantage of his reputation around the state and on the campus. Mr. Tien has taught at Berkeley since 1959.

Business & Philanthropy

60% of All Colleges Hit by Cuts in Operating Budgets, Survey Shows

Many raise tuition, freeze hiring, or delay repairs

By Julie L. Nicklin

THE MOST SEVERE financial pressures in a decade were the dominant concern of higher-education leaders last year as they scrambled to keep their institutions fiscally stable.

Nearly 60 per cent of all colleges and universities experienced cuts in their operating budgets in 1991-92, forcing many to raise tuition, freeze faculty hiring, offer fewer sections of courses, or delay building repairs.

Those findings come from a report of a survey, *Campus Trends, 1992*, released here this week by the American Council on Education. The survey, which is conducted annually, tracks academic and administrative changes at colleges and universities.

Administrators of 411 institutions responded to the survey, which covered issues ranging from financial problems to student enrollment to faculty hiring. The results were then adjusted statistically to represent nationwide trends.

Administrators at only 36 per cent of the nation's colleges and universities rated their institutions' financial health as "excellent" or "very good."

"Most colleges and universities are really taking it on the chin these days," said Elaine El-Khawas, the council's vice-president for policy analysis and research, who conducted the survey. "It's very serious when the majority of higher-education institutions are having financial problems at the same time."

Public Colleges Feel the Brunt

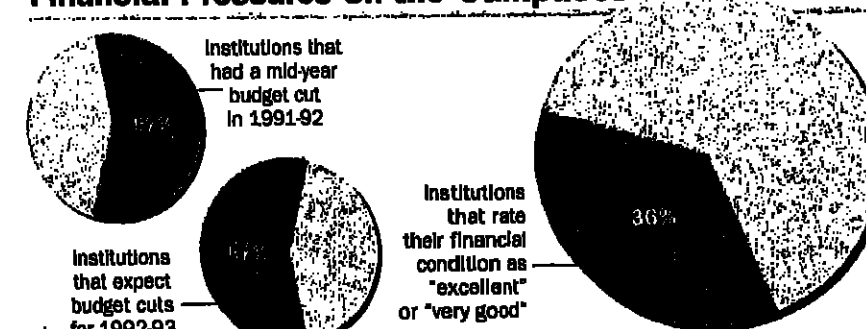
Public colleges have felt the brunt of the recession more than their private counterparts, the report says.

Nearly 50 per cent of all four-year public institutions worked in 1991-92 with operating budgets that were the same as, or lower than, those of the previous year. In contrast, only 33 per cent of all private institutions worked with reduced budgets in the same period. In fact, the report says most private colleges increased their budgets by 5 to 10 per cent.

Administrators at both public and private colleges fear that if the financial problems continue, institutions will not be able to afford as much faculty research as in the past, that their institutions' growth will slow, and that more money will have to go to financial aid to make sure that students can afford a college education.

The budget problems aren't keeping students away, however. Last fall, higher education experienced a record high enrollment of 14.2-million students, the report says. Over the past five years, two-year colleges experienced the greatest growth, with 9 out of 10 reporting increased enrollments. And the number of students over

Financial Pressures on the Campuses



SHORT-TERM IMPACT

Most frequently cited responses:	Total	Public 2-year	Public 4-year	All private
Increased student fees	65%	67%	81%	55%
Achieved greater efficiency in some operations	58	55	50	66
Postponed spending for buildings and equipment	57	61	66	47
Re-allocated resources productively	48	48	40	47
Reduced library acquisitions	40	36	58	34
Increased class size in introductory courses	37	45	52	21
Imposed a freeze on hiring in regular faculty positions	35	45	48	17
Reduced administrative staff	35	29	46	34
Reduced number of courses or sections	33	33	49	25
Delayed or reduced salary increases	32	32	36	31
Held off on introducing new programs	32	46	43	10
Provided no salary increases for administrators and staff	30	37	48	14
Made new, creative decisions	28	23	27	35
Provided no salary increases for faculty members	27	32	42	13

POSSIBLE LONG-TERM IMPACT

Most frequently cited responses:	Total	Public 2-year	Public 4-year	All private
Increased reliance on tuition revenue	50%	62%	59%	30%
Re-allocation of resources among departments	48	57	57	31
Labs and equipment will be more dated	47	60	55	24
More maintenance will be deferred	46	59	58	22
Slower expansion of new technology	44	53	45	31
More programs will be revenue generating	37	39	26	42
Slower growth than planned	35	46	33	24
More institutional money for student aid	27	15	15	50
Fewer programs and courses	25	30	30	14

Note: The figures are based on responses to a survey sent to senior administrators at 510 colleges and universities in the spring of 1992. The response rate was 81 per cent.

SOURCE: American Council on Education

CHRONICLE COVER BY JOJO GRUBMAN

the age of 25 continued to grow on most campuses.

Ms. El-Khawas said the findings also showed that the decline in the number of high-school graduates had not hurt college enrollments as much as some had predicted.

'Beginning of a Turnaround'

In 1991-92, more than half of all institutions admitted a larger freshman class than they had the previous year. The higher enrollments followed two years in which the number of institutions reporting increases in freshmen had dropped, the report says.

Ms. El-Khawas said most of the new freshmen were of traditional college age.

"That's a signal of the beginning of a turnaround," she said.

But as more students entered college, hiring freezes and layoffs provoked by budget constraints reduced faculty size. About 20 per cent of the colleges said they had cut full-time faculty numbers, up from 5 per cent in 1990.

The survey indicates, however, that the trend will reverse. Over half of all institutions expect to step up their faculty hiring, largely because of retirements and increased enrollments.

Copies of the report are available for \$13, prepaid, from the ACE, Division of Policy Analysis and Research, One Dupont Circle, Washington 20036.

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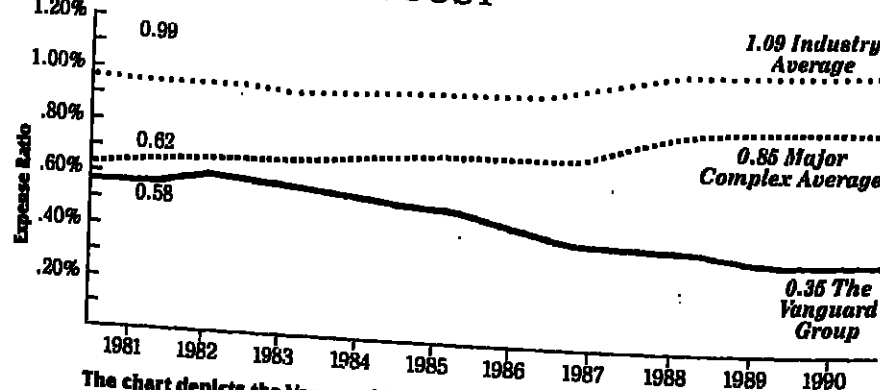
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Accounting Board Agrees to Soften Standards for Non-Profit Groups

By GOLDIE BLUMENSTYK

The independent body that is developing accounting standards for non-profit organizations has agreed to soften some proposed guidelines that had alarmed private colleges and other non-profit groups.

But the body, the Financial Accounting Standards Board, appears to be sticking with other regulations that could make record-keeping more cumbersome for institutions and perhaps discourage donors from giving.

In a key concession to museums and colleges, the accounting board agreed that it would not ask such institutions to include on their financial statements the dollar values of the art works, historical treasures, and other assets that they hold in collections or libraries. Museums and colleges had complained bitterly about the art-valuation proposal, contending that it would cost them billions of dollars to appraise every artifact or work of art they owned, and that having

such items appear as assets on the books would give an inflated and misleading impression of an institution's wealth.

"That would have been an absolutely silly and unnecessary" requirement, said Richard F. Rosser, president of the National Association of Independent Colleges and Universities.

The board has also clarified that services donated to a non-profit organization need only be recorded as assets if the services would normally be provided by a paid professional.

'Fuzzy Enough'

Robin Jenkins, director of the Financial Management Center for the National Association of College and University Business Officers, said an earlier version of the donated-services rule "was fuzzy enough" to sow confusion among college administrators. Some colleges feared they would have to determine a value for the time spent by volunteers on admissions and

fund raising and record that as part of their institutions' assets.

The new proposals were agreed upon in principle by the seven-member accounting board at meetings in June and July. The board is expected to publish a complete draft of its new rules by October. Institutions will then have 120 days to comment. Ronald J. Bossio, the board's manager of the not-for-profit project, said the board would probably ask institutions to begin applying the rules in fiscal years beginning after December 15, 1994.

Mr. Bossio said the accounting board's goal was "to bring greater comparability to the non-profit sector."

Mr. Rosser and others said the new rules would still be an administrative burden to institutions—particularly rules that require institutions to record pledges as assets when those pledges are made, rather than when they are paid.

They praised the board for narrowing its definition of a pledge to only those promises that would be legally enforceable. But they also noted that the new definition would create confusion because states have varying standards for determining enforceability.

"This puts a burden on a school to figure out what is the state law," said Ms. Jenkins of the business-officers' association.

Frederick Nahm, vice-president for development and university re-

lations at the University of Pennsylvania, said the requirement could also add an awkward legalistic tone to relationships between donors and institutions.

Also, said Mr. Nahm, donors might be reluctant "to go out on a limb and make a pledge" if they were unsure they could pay it off, because the college would then have to show the unfulfilled pledge on its books as a bad debt.

Mr. Nahm said he was pleased that the board now seemed pre-

pared to allow institutions to classify gifts to be paid off over several years differently from other gifts. "If they're going to recognize that these aren't all collectible, it takes a lot of the concern away," he said.

The proposals to be released by October are also expected to include rules that will affect how non-profit groups spend restricted gifts and how they account for income from their endowment and other investments that are not designated for a specific purpose.

UCLA to Manage Museum and Art Collection of the Late Industrialist Armand Hammer

The University of California at Los Angeles says it has struck a deal to manage the art collection of the late industrialist Armand Hammer—along with the museum he built to show those holdings.

If the agreement is approved, UCLA would start managing the Armand Hammer Museum of Art and Cultural Center in 1993. The museum, which opened just before Mr. Hammer's death in 1990, features paintings by John Singer Sargent, Rembrandt, and Van Gogh.

The agreement would run for 99 years, subject to several termination options. The Hammer museum is about a block from UCLA.

Along with its current \$900,000 arts-exhibition budget, UCLA would have access to \$2.5-million

to \$3-million from the museum's endowment for annual operating costs. The endowment was provided by the Occidental Petroleum Corporation, the company that Mr. Hammer founded and ran, and that also paid for the \$60-million museum after Mr. Hammer decided not to donate his collection to the Los Angeles County Museum of Art.

The agreement would protect UCLA from claims arising from prior legal action. Some Occidental stockholders had challenged the building of the museum, and although their claims were resolved before the museum opened, another lawsuit—filed by a niece of Mr. Hammer's who is trying to claim ownership of his art—is pending.

—GOLDIE BLUMENSTYK

Business & Philanthropy

Note Book

More than 1,000 students at the University of California at Berkeley signed a petition demanding that the university reopen an abortion clinic.

The university hospital managed the clinic until 1989, when the physician who performed abortions died. The university has been unable to find a doctor who will perform the procedure and provide follow-up care, says Steve Lustig, associate director of the university health service.

Students say it would be more convenient if the procedure were performed on the campus. "We understand it is not easy to find physicians who are willing to perform abortions in the current socio-political climate, but nonetheless urge that one be found to provide this service as soon as possible," wrote leaders of Berkeley Students for Choice in a letter accompanying the petition.

The health center still provides pregnancy testing and counseling, abortion-referral services, and follow-up care.

Mr. Lustig says the center's officials are still trying to find doctors who would be willing to perform abortions and provide follow-up care on the campus.

Furthermore, he says, they are doing a feasibility study to determine whether abortions performed on the campus would be affordable as well as convenient.

The College Board says it will not restrict students' use of calculators on the mathematics section of the SAT that will be introduced in March 1994.

In 1990 the College Board announced that calculators would be allowed on the revamped SAT, but it left open the question of what models and types students would be permitted to use.

It has since decided that all four-function, scientific, and even advanced-graphing models will be allowed. Students must supply their own calculators and the use of them will be optional. "Since the test questions measure problem-solving abilities rather than computation," says Fred Mareno, a College Board spokesman, "there won't be questions that can be more easily answered by calculator."

The National Council of Teachers of Mathematics has long supported the use of calculators in the classroom and on aptitude tests alike. But Cynthia H. Schuman, executive director of the National Center for Fair & Open Testing, says that the new policy might put low-income students at a disadvantage.

"It is inappropriate in a high-stakes testing situation to allow calculators when calculator-based instruction is not readily available to all students," she says.

A spokesman for the Educational Testing Service, which provides test security, says ETS was still studying whether programmable calculators might make it easier for students to cheat.

Students

Minority Students Get Help in Seeking Advanced Degrees

Program encourages them to become high-school or college teachers

By Kristin Lieb

Kelly Wise, director of the Institute for the Recruitment of Teachers: "Too many kids are defeated by a system they don't understand."



ANDOVER, MASS.

GONZALO S. ZEBALLOS DESCRIBES his four years at the College of the Holy Cross as "an angry time."

One of ten Latino students in the class of 1992, he says white students suspected he had been accepted as a result of lower admissions standards designed to fill a quota for minority students.

He grew bored reading about Western culture and white men. In four years, only two of his professors were members of minority groups. At times, he says, he was frustrated enough to consider leaving.

Mr. Zeballos says his frustration fueled his interest in college teaching and in a program being held here this summer at Phillips Academy.

"I want to teach because the only way to foster peaceful and effective change is in the classroom," he says.

The Andover program encourages minority students to seek advanced degrees and to become high-school or college teachers. The summer session, which lasts

four weeks, is the centerpiece of a year-long program called the Institute for the Recruitment of Teachers. The institute was designed in response to the dearth of minority students who earn master's degrees and Ph.D.'s.

'A Lackluster Pursuit'

According to a National Research Council survey for five federal agencies, 10.4 per cent of the 24,721 Americans who earned doctoral degrees in 1991 were members of minority groups. Although the number of minority students earning Ph.D.'s grew slightly from 1990, the number is still low, and the issue worries educators.

Kelly Wise, the director of the institute here, says minority students need extra help in seeking advanced degrees because so many factors work against them.

"Too many kids are defeated by a system they don't understand," he says. He also blames colleges for the small number of minority-group members who hold ad-

vanced degrees. "Colleges say they want to recruit minorities, but it's a lackluster pursuit."

Mr. Wise, who has taught English at Andover for 26 years, is assisted at the academy by eight faculty members. He says he selects students, preferably college seniors, who "suggest they would be caring in the classroom, welcoming to students, and willing to step forward as role models."

He adds: "Unless minority students are lured into fields of education and graduate study, by 1995 the recruitment problem will reach crisis dimensions."

Nineteen colleges and universities, most of them on the East Coast, make up a consortium that offers financial support to the institute. The higher-education institutions also agree to give special consideration to the program's participants who apply to their graduate schools. Since it began two years ago, each of the 46 graduates of the institute who applied to graduate school has been accepted and offered full-tuition grants by one of the 19 colleges and universities.

'Models of Educational Leadership'

Kathleen Camara, an associate professor of education at Tufts University, a consortium member, says institutions must play an active role in recruiting people from all levels of society. "The majority of students in public schools after the year 2000 will be people of racially and culturally diverse backgrounds," she says. "It is important to provide models of educational leadership who will represent and be sensitive to the concerns of these students."

Mr. Zeballos is one of 41 undergraduates or recent college graduates who are taking part in the institute this year. The students are African American, Latino, or American Indian, and most attend or graduated from colleges and universities on the East Coast.

In 1990, its first year, the program included 17 students. Mr. Wise created it with donations from former students and

Continued on Following Page

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Teacher education. To teach future science teachers how to use computer technology in the classroom: \$500,000 to Central Michigan U.

EXXON EDUCATION FOUNDATION
225 East John W. Carpenter Freeway
Irving, Tex. 75062-2298

Unrestricted. \$152,916 to Massachusetts Institute of Technology.

ANDREW W. MELLON FOUNDATION
140 East 82nd Street
New York 10021

Curriculum. For the program in science, ethics, and public policy: \$400,000 over three years to California Institute of Technology.

International education. To continue a business-education project at Jagiellonian U. (Poland): \$107,000 to U. of Hartford.

Teaching. For programs to improve teaching and learning: \$200,000 to Gettysburg College.

ALFRED P. SLOAN FOUNDATION
630 Fifth Avenue
New York 10111-0242

Business. For a research project, "The Changing Purpose of the American Corporation": \$190,138 to Boston U.

History of technology. To develop a new American-history textbook that will include the history of science and technology: \$208,752 to Massachusetts Institute of Technology.

For an oral history of women engineers: \$185,171 to Research Foundation of State U. of New York.

Industry. For research on the development of a supply system in the automobile industry: \$298,800 to U. of California at Los Angeles.

For a center for the study of the financial-services industry: \$3.4-million to U. of Pennsylvania.

Manufacturing. For research and applications of new statistical methods for quality and design: \$405,217 to U. of Wisconsin at Madison.

Minorities. For a program to improve the graduation rate of minority-group students in science, engineering, and mathematics: \$600,000 to U. of Illinois at Urbana-Champaign.

GIFTS & REQUESTS

Bresala College. For programs of faculty development: \$269,000 from the estate of Helen D. Hart.

Dartmouth College. For renovation of the computational-sciences section of the Department of Mathematics and Computer Science: \$3-million from Jeffrey P. Sadikoff.

Everett Community College. For the library: a corporate library valued at over \$100,000 from Security Pacific Bank.

Fordham University. For a professorship in English literature: \$1.5-million from Thomas F. X. Mullarkey.

Louisiana State University at Baton Rouge. For clinical trials on the curative powers of vitamins C and E: \$150,000 from Claude B. Pennington.

North Carolina State University. For research and extension on turfgrass, and for scholarships: \$700,000 from Turfgrass Council of North Carolina.

Purdue University. For scholarships: \$104,000 from the estates of J. Barnwell and Mary Blair Allison.

Saint Leo College. For athletics scholarships: \$100,000 from the New York Yankees.

Salve Regina University. For the library: a collection of art and music, valued at \$250,000, from the family of Russell Whitaker.

San Jose State University. For a new lecture hall: \$1-million from Alan and Phyllis Simpkins.

Tennessee State University. To establish a Chair of Excellence: \$600,000 from Thomas and Trish Fris.

University of California at Los Angeles. For a professorship in gerontology: \$500,000 from Elizabeth and Thomas Platt.

University of Kansas. Unrestricted bequest of \$115,000 from the estate of Mary Ann Woodward.

University of Maryland at Baltimore. For the National Museum of Dentistry: \$1-million from Samuel D. Harris.

University of Toledo. For the National Center for Tooling and Precision Components: computer equipment valued at \$1-million from International Business Machines Corporation.

University of Virginia. For the School of Engineering and Applied Science: \$100,000 from Allied-Signal Inc.

Virginia Wesleyan College. For a professorship in English: \$500,000 from friends of Lambuth M. Clarke.

PHILANTHROPY NOTES

■ Fund official has advice for grant applicants: Get to the point

■ Columbia's library-conservation program going to U. of Texas

Educators hoping to attract foundation grants for unsolicited proposals should get to the point directly, says L. Steven Zwierling, a program officer in the Education and Culture division at the Ford Foundation.

"Send a two-page letter," he says, "and just lay it out—not a 6- to 30-page proposal in a Federal Express box with 14 different appendices. Just put it down—you know, starkly—and don't say, 'I will call you next week to arrange an appointment.' Honestly, it feels pushy."

The advice came as part of a series of suggestions that Mr. Zwierling presented to participants in a recent national conference on school-college collaboration. Among his other pointers:

■ "Do your homework" before writing, so it is clear that a proposal fits in with the foundation's grant-making history and priorities.

■ "Demonstrate that you are already a player" who has experience in the area covered by the proposal. At Ford, Mr. Zwierling said, "we don't fund just out-and-out, start-up kinds of things."

■ Provide evidence that the proposed project or activity is likely to become self-sustaining, rather than "something that needs to live on soft money forever."

The "overriding" goal of Ford's education division is to "enhance access and equity for underserved, at-risk students," Mr. Zwierling said. The foundation also wants to be certain that its grants contribute to institutional change, he said. In evaluating proposals, he added,

Ford officials consider the "aggregate impact" that individual grants can achieve in combination with all related programs.

—ROBERT L. JACOBSON

A program that trains library conservators, which once was part of the School of Library Service at Columbia University, will be relocated to the University of Texas at Austin with a grant from the National Endowment for the Humanities.

The Graduate School of Library and Information Science at Austin will receive \$75,000 and also be eligible for an additional \$86,000 in matching funds.

The library school at UT was one of a few leading library schools that expressed interest in acquiring some of Columbia's Conservation Education Programs when Columbia announced in June 1990 that it was phasing out its library school.

The programs are the only graduate-level academic programs in the United States to prepare conservators and preservation administrators for libraries and archives.

Columbia representatives visited the libraries of interested campuses before deciding to relocate the programs to Austin.

Columbia's program director, Allart Brown-Gort and two senior lecturers, Carolyn Harris and Paul Banks, will move to Austin this month.

The Texas school has renamed the programs the Preservation and Conservation Education Programs for Libraries and Archives. "Co-

lumbia's programs were recognized as pre-eminent in the preservation-education field," said Harold Billings, general libraries director at UT. "That Texas can continue and advance that effort is literally a culture-saving measure from which scholars and the public will benefit."

—KRISTIN LIEB

Briefly Noted

■ The Rockefeller Foundation has awarded \$250,000 to the Center for Lesbian and Gay Studies at the Graduate School of the City University of New York for new scholarship over the next four years. Center officials said that the grant was the largest ever to a gay-oriented group for work unrelated to AIDS, and that the foundation's action would "legitimize the whole field of gay and lesbian studies for the mainstream."

■ The Turfgrass Council of North Carolina has pledged \$500,000 to North Carolina State University for an endowment to support turfgrass research and extension programs, and an additional \$200,000 for scholarships for students enrolled in the institution's two-year and four-year academic programs in turf studies. The council is the statewide association for the industry that develops grass for golf courses and landscaping.

■ A New York investment banker has pledged \$5-million to Lewis and Clark College for a building for humanities programs. The gift, from James F. Miller, is the largest commitment the college has ever received from a living person.



Lissette Nieves, who participated in the institute in 1990: "Teachers need to tell kids they're the best thing since scrambled eggs and make them believe it."



Gonzalo S. Zeballos, who is taking part in the institute this year: "I want to teach because the only way to foster peaceful and effective change is in the classroom."

Minority Students Get Help in Seeking Advanced Degrees

Continued From Preceding Page
from business people in the region. The institute has since received support from the Rockefeller Brothers Fund, the Ford Foundation, the Bristol Myers/Squibb Foundation, and private donors. Its cost this year is \$300,000.

Six Hours of Classes a Day

The people who run the program are trying to raise the money to open a second institute next summer at Princeton University.

During the summer program, the students live on the campus here, and all of their expenses are paid. They attend classes for six hours a day—including every other Saturday—and listen to guest speakers in the afternoons.

The students learn how to draft personal statements that accompany their applications to graduate schools and receive pointers on taking the Graduate Record Examination.

In the course of the summer, they study 10 books from sociological, historical, and literary perspectives and complete daily writing assignments that frequently must be rewritten to please faculty members. Among the works they study are Frantz Fanon's *Black Skin, White Masks*, William Shakespeare's *The Tempest*, Roberto G. Fernandez's *Raining Backwards*, and Claude McKay's *The Banana Bottom*.

The students' discussions frequently center on gender issues, sexuality, and racism. "There is a



Connecticut College's André R. Lee: The class discussions were sometimes heated.

continuum in all we learn and discuss," says Gina Taliaferro, who graduated from the program in 1990 and is now a teacher in the summer session. "Education carries into dormitories and cafeterias."

Course sessions are sometimes

intense. André R. Lee, a student from Connecticut College, finds himself shouting one day during a discussion of a student presentation on *The Banana Bottom*, which explores the life of a young Jamaican woman who is adopted by whites and moved to England.



Wesleyan University's Rosemary Polanco: She has gained confidence and learned about team work.

"You have to remember we're talking about a 12-year-old girl," says Mr. Lee, trying to convince his classmates that a sexual encounter between an adult man and the girl was rape, not consensual sex. "She didn't seduce him."

'Willing to Work'

One student argues that in the early 1900's it was common for women to get married and have sex at a very young age. The justification does not calm Mr. Lee. "She was 12 and he was 25," he says. "The author even wrote that the man lost control."

Time runs out and another group must make a presentation, but Mr. Lee is still fuming. Later, outside, he sits with two friends and talks about the classroom discussion.

"I just can't deal with people taking rape so lightly," he says. The students here complain about the amount of work they are required to do, saying that the program tries to cram a semester of studying into just a few weeks. But they acknowledge that the work is never dull.

"You're willing to work because this is not boring 18th-century or medieval literature," says Christopher Davis, an English major who will be a senior this fall at Wabash College. "This stuff is pertinent."

Returning to Teach

The faculty members in the institute's summer program are administrators, professors, and teaching assistants during the academic year at colleges in the consortium. Some of the faculty members attended the program themselves and now are master's and doctoral candidates.

"Teachers need to tell kids they're the best thing since scrambled eggs and make them believe it," says Lisette Nieves, who participated in the institute in 1990 and is a faculty member this summer. She will travel to England in the fall

Group at Occidental Offers a Safety Net for Gay Students

A student group at Occidental College will offer a financial safety net to undergraduates who want to tell their parents that they are homosexual or bisexual.

The Bisexual, Gay, and Lesbian Alliance is raising money for scholarships that, starting in the fall, will provide funds to students whose parents cut them off financially. So far, the group has raised more than \$1,000 for what it calls the Lambda Emergency Scholarship Fund.

The college is not donating any money to the fund, but it will help choose the scholarship recipients.

"Students may in terms of their own development be ready to come out," says Kathy Kramer, Occidental's associate vice-president for student life, "but they don't because they are afraid their parents will sever all connections, including financial ones."

The new scholarship, she said, will let students concentrate on the emotional price of candor, not the financial one.

A committee that includes representatives of the student gay and lesbian group, the dean of students' office, and the financial-aid office will determine who gets the scholarships. Students will submit applications to the committee.

"In most cases, we're talking about just enough assistance to get them back on their feet," Ms. Kramer says. —CHRISTOPHER SHEA

Students

on a Rhodes scholarship to earn her master's degree in political science at Oxford University. "We all need to see people who inspire us. You can't underestimate the power of modeling."

The summer institute aims to build confidence in students, says Nick Rowe, who is teaching at Andover this summer and is a doctoral candidate at Boston University. "One student said to me, 'You're the first person in 15 years who told me I could write,'" Mr. Rowe recalls. "That felt pretty good."

Team Work and Confidence

Rosemary Polanco, who will be a senior at Wesleyan University in the fall, says she is not used to being among the majority in a classroom setting and has learned about team work, written and verbal communications, and confidence.

She says students discuss issues at the institute that they could never discuss on their own campuses. "When you bring up race it invalidates your argument," Ms. Polanco says. "People tell you you're reading too much into things."

After the summer session, Mr. Wise will begin Phase 2 of the program: making frequent telephone calls to students to insure that their graduate-school applications are ready, and calling colleges and universities to be sure completed applications are received. He does this, he says, so qualified students like Mr. Zeballos don't slip through the cracks.

Mr. Zeballos says he is thankful. "I can't imagine how many Nobel Prize winners have died unworried in the inner city," he says.

Side-lines

The University of Oregon has added to the list of a dying breed of college officials—athletics directors who are also coaches at colleges with big-time sports programs.

Oregon announced last week that Rich Brooks, who had been coaching football there for 15 years, would also become the university's top athletics administrator. Only two other athletics directors in the National Collegiate Athletic Association's Division I-A also coach teams.

The dual position has become less and less popular as a movement toward better checks and balances in college sports programs has gained momentum. Many of the 105 biggest football-playing universities have also seen a greater need for athletics directors with financial expertise, not just sports experience.

Myles Brand, Oregon's president, says that while Mr. Brooks' appointment may not be in line with current trends, the coach was considered the best person for the job. He says that a special oversight procedure will be set up to guard against any conflicts of interest.

"We won't allow Rich Brooks to make decisions about Rich Brooks," Mr. Brand says.

Mr. Brooks will replace Bill Byrne, who will be the University of Nebraska's athletics director. In other action at Oregon, the former men's basketball coach, Don Monson, has sued the state, seeking reinstatement to the job or more than \$425,000 in compensation. Mr. Monson was relieved of his coaching duties in March after the Ducks' worst season in 21 years.

A Clemson University coach resigned last month, but not before accusing his bosses of making him a scapegoat for the institution's problems with the NCAA.

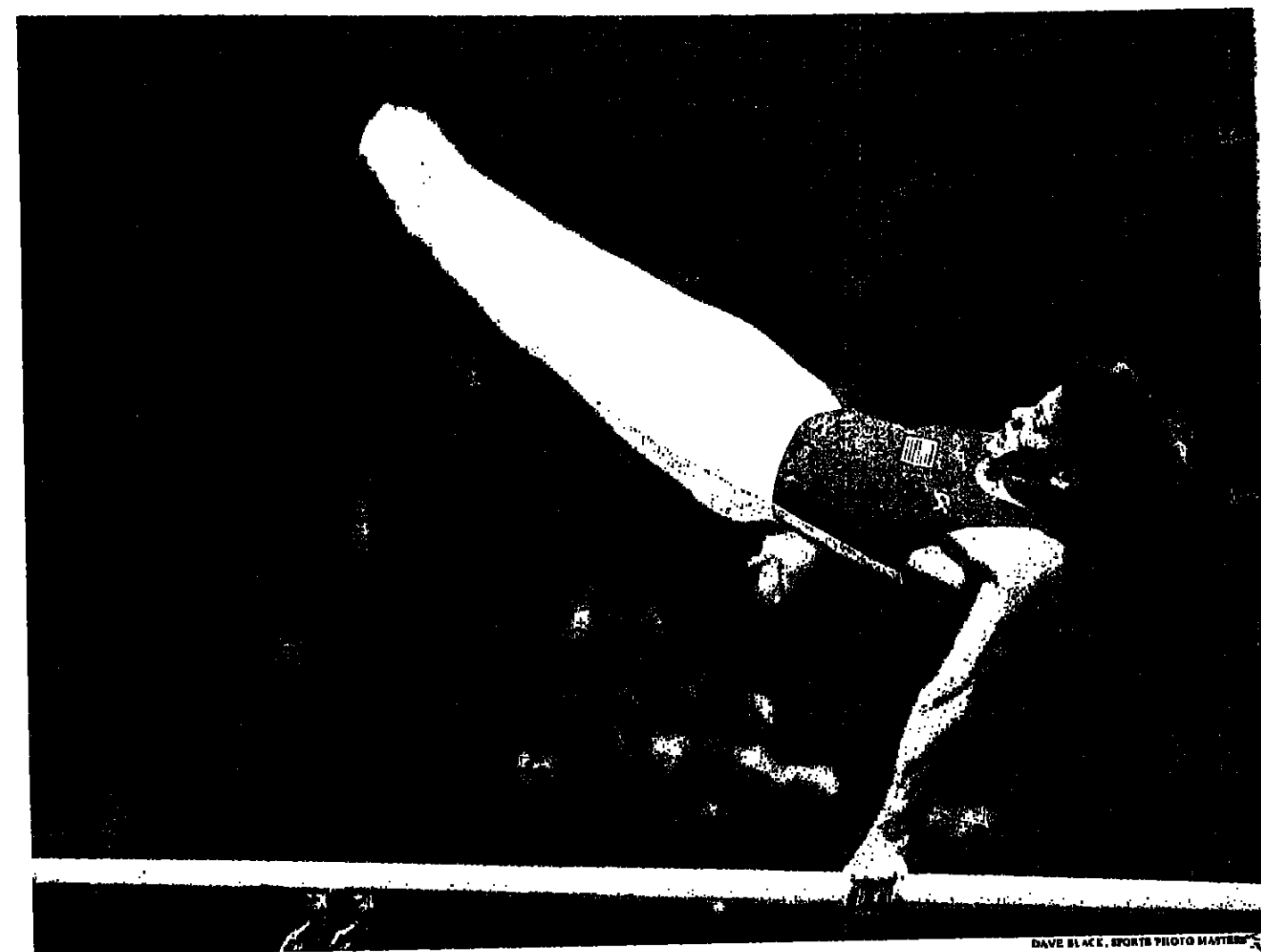
Len Gordy, an assistant coach of Clemson's men's basketball team, was charged by the NCAA in late June with committing four violations of the association's rules. Among other things, the NCAA said he had provided first-class airfare to a recruit and had lied to investigators.

Mr. Gordy did not deny the charges. But his lawyers complained that in suspending him with pay, Clemson had treated him much differently from other university officials who had been accused of violations.

The NCAA charged in December that Clemson officials had failed to maintain control over the basketball program. The association accused several officials of ignoring evidence that a top recruit, Wayne Buckingham, should have been academically ineligible to compete because of discrepancies in his high-school transcript.

One of the officials cited by the NCAA is B. J. Skelton, the dean of admissions and registration, who is now the association's second-ranked elected official and is in line to become its president.

Athletics



Colleagues and recent graduates make up six of the seven members of this year's U.S. Olympic men's gymnastics team. Above, Chris Waller, a 1991 graduate of UCLA.

Budget Cuts and NCAA Rules Said to Threaten Sports Programs That Nurture Olympic Talent

Officials complain that low-cost teams are forced to the sidelines in favor of football and basketball

By Peter Monaghan

THE ATTENTION OF the sports world is focused on Barcelona, where the Summer Olympic Games are in full swing.

But officials in many Olympic sports also have their eyes on campuses like Arizona State University, where budget cuts threaten the country's pre-eminent college archery and badminton programs, and the University of California at Los Angeles, which is just one of many colleges preparing to drop men's water polo.

Colleges have always been—and continue to be—a major source of Olympic talent in such sports as baseball, soccer, and, in the Winter Games, ice hockey. But coaches and officials in many other Olympic sports—such as men's gymnastics, water polo, men's volleyball, and swimming—increasingly question the colleges' commitment to the U.S. Olympic effort.

By far the major threat is financial. Officials in Olympic sports complain that when faced with athletics deficits, colleges are quick to eliminate relatively low-cost sports while avoiding cuts in the "major" sports of football and basketball.

In addition, in an effort to improve the academic performance of football and basketball players and reduce time demands on them, they say, the National Collegiate

Athletic Association has placed limits on weekly practice time. That hurts athletes in Olympic sports, who, they say, have relatively few of the academic and other problems that the time reductions are designed to solve.

Swimmers Give Up Eligibility

Janet Evans and Summer Sanders, two top swimmers on the U.S. team, relinquished their remaining collegiate eligibility at Stanford University because they said the restrictions made it impossible for them to train while in college.

"I don't think there is a good deal of cooperation, unfortunately," said James L. Jones, athletics director at the Ohio State University. "I think that's a shame. I think one ought to be able to get a college education and prepare for the Olympics. Both of them are admirable goals."

NCAA officials and some other college sports administrators say they regret that budget cuts are forcing Olympic sports to the sidelines. The NCAA's executive director, Richard D. Schultz, has expressed interest in a proposal to have the United States Olympic Committee provide grants to colleges to keep struggling programs afloat. And the association has eased its rules to permit college athletes to receive

some training stipends from the governing bodies of Olympic sports.

Other college sports officials say that while they welcome Olympic athletes in their programs, preparing athletes for the Games is far from a primary goal.

Producing Olympic athletes "is a by-product of our program, not its purpose," says Ted Leland, athletics director at Stanford University, which has about 30 of its athletes, alumni, and coaches participating in the Summer Games in Barcelona. "We have a lot of things we're trying to accomplish. Far down the list is the preparation of Olympic athletes."

The Perfect 'Feeder System'

The number of college athletes on American teams has declined over the last several Games, U.S. Olympic officials say.

You wouldn't know it by looking at some events. Every member of the U.S. baseball team, for example, is a current or recent collegian. Olympic baseball officials say the college game is the perfect "feeder system" for the Olympic team.

Olympic soccer players must be no older than 23, so colleges provide most of the players for the American team.

In other sports, such as track and field

Continued on Following Page

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Budget Cuts and NCAA Rules Said to Hurt Sports That Feed Olympics

Continued From Preceding Page
and fencing, collegiate teams provide early preparation for future Olympians. But because better financial support and improved training methods have extended competitive lives, athletes in those sports tend not to compete in the Olympics until they are older. There are no current collegians on this year's American track team.

Protecting 'Revenue' Sports

The real concern for Olympic officials is such sports as men's volleyball, men's gymnastics, and fencing, which are far from a top priority in most college programs.

In the lingo of college sports, football and men's basketball and, to a lesser extent in some regions, baseball and ice hockey are the "major" or "revenue" sports. Colleges are often reluctant to cut financing for the sports because they fear that doing so will diminish their competitiveness and perhaps their ability to make money. They have that worry despite the fact that many big-time football and basketball programs generate revenue, but not a profit.

With the increasing attention being paid to equity for female athletes, women's sports also have been somewhat shielded from cuts. As a result, as financial pressures on sports programs have grown, the most susceptible teams have been men's "non-revenue" sports.

Over the past decade or so, membership in the NCAA has grown by about 75 colleges. Yet the number of institutions sponsoring teams in many Olympic sports has dropped drastically. Men's fencing has fallen to 49 from 82, women's fencing to 48 from 68. Gymnastics for men has dropped to 41 from 104, gymnastics for women to 82 from 178. Wrestling has lost more than a quarter of its support, to 275 colleges from 374, and rifle has dwindled to 50 colleges from 90.

Says Harvey Schiller, the USOC's executive director: "We see programs dropping at institutions that have traditionally produced a lot of Olympians, and that's a little frightening."

Tournaments May Be Dropped

One implication of the cuts is that some popular Olympic sports may soon be without a collegiate national tournament. To maintain a championship in a given sport, the NCAA requires that 7 per cent of its members (or 59 of 843 colleges) field teams in that sport, or that the tournament itself make money.

If the NCAA's members had not voted last January to enact a moratorium until 1994 on championship discontinuations, men's gymnastics and men's volleyball would not now have a national tournament. Nor would fencing, rifle, and skiing. And without a championship, it is agreed, many more colleges would drop teams in those sports.

Until last year, gymnastics kept its championship by showing a profit. However, the event lost \$90,000 in 1991, in part because of changes in several NCAA rules. For instance, the association doubled the per diem payments it provides

to athletes and coaches who qualify for national tournaments.

Like supporters of other at-risk sports, gymnastics backers are trying to cut costs. Coaches have asked the NCAA to reduce the per diem allowances, and to save \$30,000 a year by using advance-purchase air fares. They will ask NCAA members to permit money-losing championships to continue if colleges pay their own expenses.

Stanford's Mr. Leland, who heads the NCAA's water-polo com-

"We see programs dropping at institutions that have traditionally produced a lot of Olympians, and that's a little frightening."

mittee, argues that some of the national governing bodies for Olympic sports are financially sound enough that they could co-sponsor NCAA championships. The NCAA is poised to enter into such a deal with USA Water Polo, which already is providing grants to help colleges start water-polo squads.

'\$125,000 a Year Well Spent'

Gymnastics officials would like a similar arrangement. The United States Gymnastics Federation already holds a successful championship, without NCAA endorsement, for teams from the association's Divisions II and III. The event was designed to help colleges retain programs after the NCAA dropped lower-division championships in the sport in the mid-1980's. "It has been \$125,000 a year well spent," says Robert Cowan, men's-program administrator at the federation. He says the USOC has offered to co-sponsor a Division I event, but nothing has yet come of the idea.

College gymnastics programs are crucial to the U.S. Olympic men's team. Four of the seven members of this year's men's team are collegians; two others are recent graduates. "If we can't get the NCAA to totally change the way they're looking at non-revenue sports," Mr. Cowan says, "our salvation would be regional, corporate-sponsored competition," with, say, Team Xerox competing against Team IBM.

The fate of small, Olympic sports is dramatically illustrated by proposed cuts at Arizona State University. In badminton and archery, Arizona State—the only institution in the country to offer scholarships in those sports—has long been a major force in training Olympians. In badminton this year, five of six U.S. Olympians played there; the Arizona State coach, Guy Chadwick, is also the Olympic coach.

Yet the university is proposing to shut down both programs, along with men's gymnastics, to cut costs. Supporters are outraged, because the three sports cost only \$400,000 a year, while the de-

partment's deficit is \$2.3 million.

Among sports with little college competition, men's volleyball is the great survivor. Although volleyball is the second most popular participatory sport in the country, after basketball, only 58 NCAA institutions field men's volleyball teams, making it one of the least-offered sports for men.

Private Sponsors Step In

Despite the low numbers, colleges stock an American national team that is consistently an international force. Virtually every member of the last three Olympic teams received his basic training on a college team.

Because the U.S. Volleyball Association is financially strapped, corporate and private sponsors have stepped in to finance the creation of new college programs—eight have received \$6,000 each.

Only eight American colleges offer water-polo scholarships. So, like the backers of men's volleyball, USA Water Polo is awarding grants itself, to seed new college programs. Says Bruce Wigo, executive director of USA Water Polo: "The most cost-effective sports are the ones colleges cut first."

Olympic and NCAA officials have talked a lot in recent months about expanding such programs. In June, at a meeting of college sports officials, George Steinbrenner, a vice-president of the U.S. Olympic Committee, said the USOC could "save a lot of money on bricks and mortar" and revive financially ailing varsity programs, by paying to use college facilities rather than expanding Olympic training sites.

College officials like the idea, but it is far from fully hatched.

Mr. Schiller, the USOC's executive director, says the committee "would have to change our procedures fairly drastically to make direct grants" to NCAA colleges.

And few governing bodies have the money to pay for it. "For the NCAA to attempt to dip into the pot," objects Jeff Dimond, a spokesman for US Swimming, "is a little outrageous."

Rules Changes Possible

On another front, the USOC and the NCAA have formed a commission to try to modify the association's rules to encourage elite athletes to stay in college. The panel will examine the idea of offering stipends to individual athletes, a practice that the association now severely restricts.

Backers of several Olympic sports also dislike such rules as the practice limits, which restrict the time in which coaches may hold practice to 20 hours a week during the season and 8 hours a week in the off-season. Other workouts must be voluntary and unsupervised. The highly publicized cases of Ms. Evans and Ms. Sanders focused attention on that subject.

But many supporters of Olympic sports say the limits force coaches to spend time wisely. Says Barbara Jacket, the Prairie View A&M University track coach and coach of the American Olympic women's track-and-field team: "There is no way our athletes are less prepared for the Olympics. Anything you have not done in two hours is a waste of time anyway."

U.S. Probers Say 65 Miami Students Falsified Aid Data

By DEBRA E. BLUM

The U.S. Attorney's Office in Miami has asserted that 65 former and current students at the University of Miami—most of them athletes—had falsified financial-aid applications over a two-year period.

At a hearing here, which had been scheduled to assign lawyers to students who could not furnish their own, the public got its first glimpse of the scope of a case that had been investigated for more than a year by the Federal Bureau of Investigation, the U.S. Department of Education, and the U.S. Attorney's Office in Miami.

The investigations have centered on Tony Russell, a former academic-advising coordinator in Miami's athletics department, who said he had doctored Pell Grant applications without the knowledge of students or university officials. He has admitted that he falsified as many as 600 forms over 12 years, first at Ely High School in Pompano Beach, Fla., where he was the football coach, then at West Virginia State College, where he was an assistant football coach, and then at Miami.

Mr. Russell's case is being heard by a federal grand jury.

Pell Grants, which run from \$200 to \$2,400, are reserved for needy students to supplement their scholarships. (The National Collegiate

Athletic Association says a student on a full athletic scholarship can receive a maximum of \$1,700 a year in Pell Grant money.)

The 65 Miami students accused of fraudulently obtaining federal aid were sent letters last month that offered to let them participate in a pretrial program. The offer would permit them to avoid prosecution on fraud charges by admitting wrongdoing, repaying any money they had acquired fraudulently, and cooperating "fully" with investigators.

40 Are Football Players

A spokesman for the U.S. Attorney's Office in Miami would not name any of the students involved, but he said that 40 of the 65 individuals were football players. Other athletes involved, he said, were on the swimming, tennis, golf, and track teams. At least two students implicated in the case are not athletes, he said.

At the federal hearing, Martin Goldberg, the assistant U.S. attorney in Miami, said that many more students were involved in the case but that not all had been offered the pretrial deal. He did not elaborate.

Meanwhile, an NCAA spokesman said the association would not look into the matter until federal authorities complete their inquiries. He would not speculate as to what possible violations or sanctions might be involved. NCAA rules say a university could be banned from postseason competition and be forced to limit scholarships and other recruiting activities if it was found to have issued fraudulent grants.

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Dispatch Case

The National Academy of Sciences has sent an unusual letter to a renowned Russian mathematician, condemning him for his anti-Semitic writings and deploring the small number of Jewish researchers at the mathematical institute in Moscow where he works.

The letter, a copy of which was made public last week, was sent this month to Igor R. Shafarevich by Frank Press, president of the academy, and James B. Wyngaarden, the academy's foreign secretary.

Mr. Shafarevich, who is head of the algebra section of the Steklov Institute, was elected a foreign associate of the American academy in 1974. That distinction bothered many academy members who recently came across his anti-Semitic book, *Russophobia*, which, among other things, refers to Jews as "little people" who should be grateful for the opportunity to live in Russia.

"It was rankling me for a long time," says Lawrence A. Shepp, a mathematician at AT&T Bell Laboratories in Murray Hill, N.J., who brought a recently translated version of the book to the attention of other academy members.

Eventually, he says, "the steam built up" within the academy and led to a meeting of the academy's council, which voted unanimously to send the letter, the first such condemnation ever delivered to a member or foreign associate in the academy's 129-year history.

The letter notes that although many outstanding Russian mathematicians are Jewish, few, if any, Jewish researchers are employed by the Steklov Institute. "If *Russophobia* represents an accurate expression of your views, and if our information of the composition of the algebra section is a reflection of your influence on hiring and appointment practices, you may wish to consider whether it is appropriate for you to maintain your membership in the National Academy of Sciences," Mr. Press and Mr. Wyngaarden wrote.

As of last week, the academy had not received a reply.

A Stanford University professor has been appointed chief executive of Sweden's university system.

Sig Hagstrom, a professor of materials-science engineering and director of Stanford's Center for Materials Research, will begin his six-year appointment on October 1.

A native of Sweden and a graduate of the University of Uppsala there, he has taught at Stanford since 1986. Before that he was manager of the general-science laboratory at the Xerox Palo Alto Research Center.

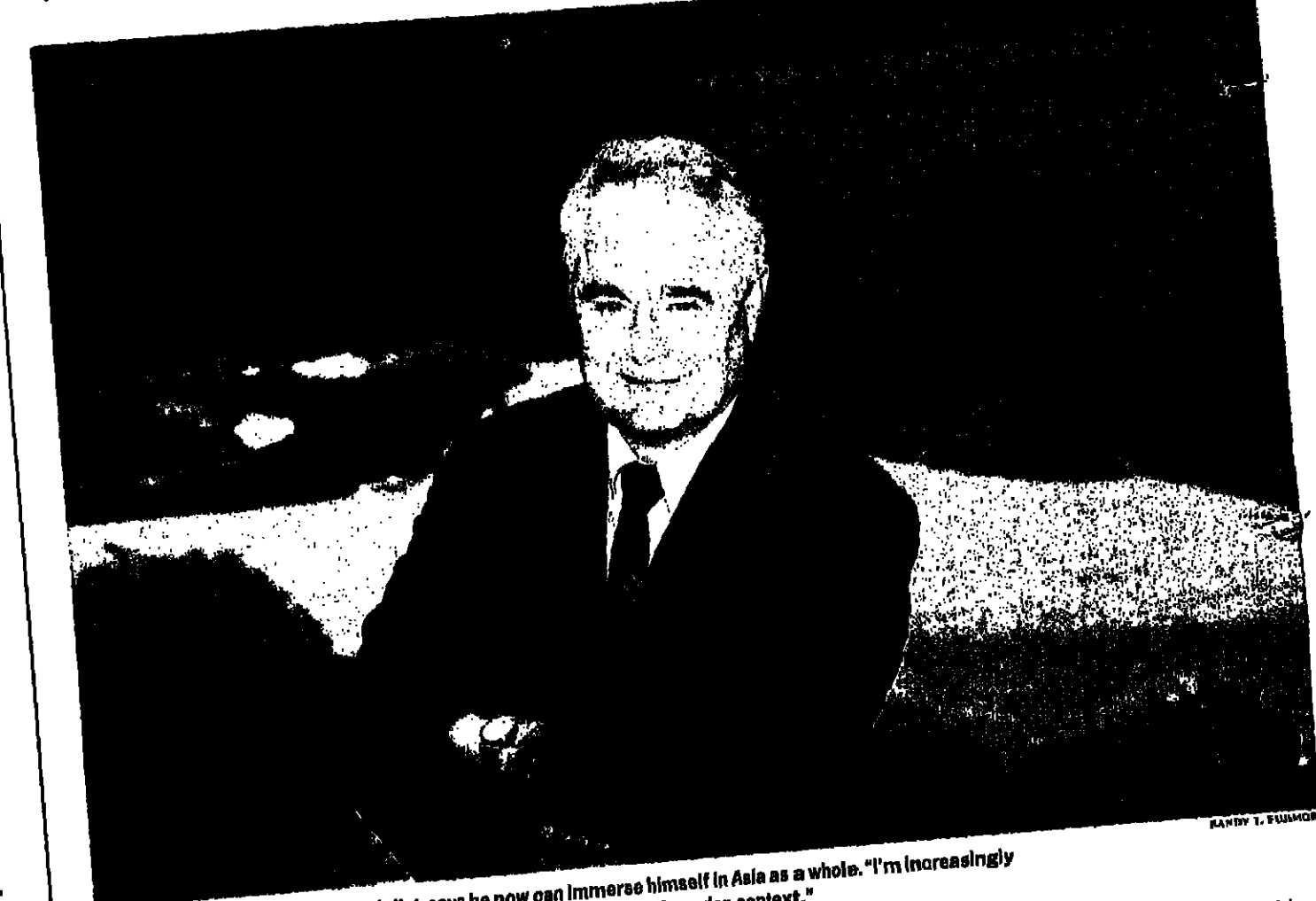
Mr. Hagstrom will preside over the decentralization of Sweden's higher-education system, which has 37 colleges and universities. The change was made by the conservative government that came to power last fall after decades of socialist rule.

International

Fostering 'Pacific-Mindedness' Is Goal of New Head of East-West Center

He seeks to convey to Americans 'the common destiny we have with this vast region'

By Peter Monaghan



Michel Oksenberg, a China specialist, says he now can immerse himself in Asia as a whole. "I'm increasingly convinced one cannot understand China unless one puts it in a broader context."

MICHEL OKSBERG is determined to make more Americans aware of the importance of Asia and the Pacific—a region that accounts for 60 per cent of the world's population.

Long a leading scholar of China's economy and foreign policy, Mr. Oksenberg this year took over the helm at the East-West Center in Hawaii, an education and research institution dedicated to the study of the region and the United States' role in it.

"How to convey effectively to the American populace the common destiny we have with this vast region is a supreme challenge," Mr. Oksenberg says. "It's going to be exhilarating for me to work on that problem."

The Region Is Changing

The center—its official title is the Center for Cultural and Technical Interchange Between East and West—was established by Congress in 1960 as a place where American scholars, government and business officials, journalists, educators, and students could study, train, or conduct research with their counterparts from Asia and the Pacific.

Congress chose to put the center in Hawaii because it was the crossroads of what

has since come to be known as the Pacific Rim.

But the region is changing. Mr. Oksenberg says. Partnerships between and among nations have replaced the dependence of client nations on a principal patron—the United States. Consequently, he says, the East-West Center has a new role: to foster "Pacific-mindedness," which he describes as an amalgam of many philosophies and cultures, from Confucianism and Hinduism to Jeffersonian democracy.

Mr. Oksenberg's first six months at the center have not been without friction. Some of the resident scholars and students have accused him of a heavy-handed approach to change.

But no one has questioned his credentials. Mr. Oksenberg spent 19 years as a

professor at the University of Michigan and was director of its Center for Chinese Studies when named to his new post. He also has had extensive experience in Washington, where he was a senior staff member in President Carter's National Security Council with special responsibility for China and Indochina. He is a member of the Trilateral Commission and the Committee on Scholarly Communication With the People's Republic of China.

Published Widely on China

He has published several books on China, focusing on its economic relations with the rest of the world. He also edited *Beijing Spring 1989: Confrontation and Conflict*, a collection of documents illustrating positions taken by the Chinese regime and the movement of dissident intellectuals before and after the Tiananmen Square massacre in 1989.

The East-West Center, he says, offers "an opportunity to broaden from being a China specialist to immersing myself in Asia as a whole."

"I'm increasingly convinced one cannot understand China unless one puts it in a broader context," he adds.

He describes the East-West Center as

The center will increase scholarships for students from places "where our capacity to make a difference is really considerable."

Continued on Page A33

University Challenges Constitution in Effort to Woo Academics to Brazil

By DANIELA HART

SAO PAULO, BRAZIL—Challenging Brazil's constitution, the governing council of the country's largest and most prestigious university, the University of São Paulo, has voted to employ foreign academics on exactly the same terms as nationals.

Previously, foreigners were employed as visiting faculty members with renewable contracts and could not be promoted or hold administrative posts. Now they can even become rectors.

'It's a Historic Event'

At other public universities, however, the limits on the employment of foreign academics will stand. The constitution states that all public employees must be native-born or naturalized Brazilians. "This is the first time a Brazilian university has taken such a decision," said José Antonio de Freitas Pacheco, director of the Institute of Astronomy and Geophysics at the University of São Paulo and a member of the university's Council. "It is a historic event. The uni-

versity began in 1934 with the participation of many distinguished foreign scholars."

According to Mr. Pacheco, the council based its decision on the constitutional guarantee of university autonomy. University lawyers interpreted the constitution's restriction on employing nationals in public service as referring only to managerial and administrative posts and therefore not applicable to academe.

Although this interpretation could be challenged in court, Mr. Pacheco said he believed such an action was unlikely, as the university's decision received nationwide support from academics and even from the Minister of Education, José Goldemberg, a former rector of the University of São Paulo.

Proposal to Congress

Mr. Goldemberg, who also is the interim Secretary of State for the Environment, has sent a proposal to Congress for an amendment to the constitution that would allow foreign professors to be employed regularly at all of the country's

public universities with the same rights as Brazilians. He said he was confident the proposal would pass.

One reason Brazilian institutions are seeking foreign academics is a shortage, due in part to a wave of early retirements this year, of experienced faculty members.

"We have everything to gain from more foreign teachers' coming," Mr. Pacheco said. "It enables us to have highly skilled people at a relatively small cost. And they bring new energy to the training of students and to research."

The Brazilian Embassy in Moscow has received a large number of inquiries about working in Brazil, often from experienced scientists. Researchers from the former Soviet Union and Eastern Europe ap-

pear willing to accept Brazil's low salaries and less-than-ideal working conditions.

Encouraged by this situation, the government of the state of São Paulo is financing a program that, over the next few years, will bring highly skilled scientists to work on different projects at the state's universities and research institutions.

Temporary Jobs

At several universities in Brazil, professors from former Soviet republics have accepted jobs on a temporary basis. The Ministry of Education plans to bring a large number of scientists from the region to Brazil in the near future.

The dire economic situation at

most of Brazil's public universities and research institutions worries many academics.

"If the policy toward science and technology in the country does not change, there is no sense in bringing in skilled foreign teachers," warned José Roberto Leite, director of the physics institute at the University of São Paulo.

The situation is slightly better in the wealthier state of São Paulo, where, he said, public universities and research institutes are falling apart for lack of funds.

"If there is no money for the basic upkeep of universities, there are no conditions to bring in anybody," he said.

2 South African Groups Vote Not to Call for Renewal of Academic Boycott, but Students Seek Selective Action

By LINDA VERGANI

CAPE TOWN—The African National Congress and the Union of Democratic University Staff Associations in South Africa will not call for a renewal of the international academic boycott of the country.

However, the South African Students Congress plans to campaign for an international academic boycott of selected higher-education institutions that are "still repressive and conservative."

Hope Papu, an official of the student group, said the boycott would be aimed at Afrikaans and certain historically black institutions that do not allow their students and employees to organize freely. "We want to ensure that the winds of change blow into those particular institutions," he said.

The possibility of a new general academic boycott was raised by the breakdown in negotiations between the African National Congress and the South African government on the country's political future. The ANC quit the talks in June following a massacre in the black township of Boipatong in which 43 people were killed. The ANC, which accused the police of complicity in the killings, said it would not rejoin the talks until progress was made toward the establishment of an interim government run by a democratically elected constituent assembly.

Brain Drain Seen

The international academic boycott officially ended in October after the Commonwealth nations decided to lift "person to person" sanctions against South Africa, a move that was supported by the ANC. While it was in force, the boycott prevented many South African academics from attending international conferences or having their scholarly work published abroad. Many observers said the boycott had contributed to the country's brain drain.

Lindwe Mabandla, administrative secretary of the ANC's education department, said the organization would not call for a reimposition of the academic boycott. However, he said the ANC would "clearly sympathize" with what the student congress was seeking to achieve through its campaign. Teboho Moja, newly elected

president of the Union of Democratic University Staff Associations, said the group would not call for a renewal of the academic boycott at this point. "It makes a mockery if you try to impose it and at the same time nobody really respects it," he said.

Union Acted as Gate Keeper

The executive committee of the union, commonly known as UDU, passed a resolution in November dropping its policy of "selective support for academic exchange." For several years the union effectively acted as a gate

keeper for the academic boycott, writing letters of support for South African academics wishing to participate in exchanges with foreign institutions as well as overseas academics who wanted to visit South African campuses.

Kenneth Clarke, a national coordinator of UDU, said that he was not trying to undermine the students, but that he thought they would not have much luck trying to bring about a selective boycott at this time. "I can't see them getting the support of even the mainstream political organizations for that," he said.

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Fostering 'Pacific-Mindedness' Is Goal of East-West Center's New Chief

Continued From Page A31

"The clearinghouse" of scholarship, diplomatic, and commercial communications. Its scope of research includes the environment, economic development, population, international relations, natural resources, and culture and communications. While it gets most of its funds from Congress, other sponsors include many Asian and Pacific nations, corporations, and private donors. Many of its conferences, publications, and other projects are undertaken jointly with educational institutions and governmental bodies from all over the Pacific Rim.

Now about 100 of the sponsored students are from the United States and 200 from 30 Pacific Rim countries. The center also has begun awarding more fellowships to postdoctoral students interested in preparing dissertations on the Pacific Rim for publication.

Mr. Oksenberg has suggested that the center should continue that trend and provide more opportunities to students from countries with few graduate programs, or even

undergraduate programs, of their own.

The center's Board of Governors already has approved his suggestion that the center increase scholarships for students from the Pacific Islands, underdeveloped Asian nations such as Bangladesh

United States, the center is bolstering its public-education programs. It is now, for example, conducting training programs for school and college teachers. In one project—offered in collaboration with the University of Hawaii, the American Association of State Colleges

"It's unthinkable that we not have people from various military organizations participate" in programs that address regional stability and development.

and Nepal, and the Indo-Chinese states—places, Mr. Oksenberg says, "where our capacity to make a difference is really considerable."

To improve knowledge of Asia and Asians among people in the

United States, the center is bolstering its public-education programs. It is now, for example, conducting training programs for school and college teachers. In one project—offered in collaboration with the University of Hawaii, the American Association of State Colleges

Last summer, 40 professors spent six weeks at the center under that program. This summer's visitors have been given the additional opportunity to spend one month in Asia. Other such programs are underway or being planned for diplomats, government officials, journalists, and scholars in the arts and humanities.

In one other typical activity, the center has organized the Private Investment and Trade Opportunities Initiative, financed by the U.S. Agency for International Development, to promote cooperation between the United States and Asia.

Resistance Remains

Unfortunately, Mr. Oksenberg says, much resistance to "Pacific-mindedness" remains throughout the region. Free and open scholarly and diplomatic exchange, he argues, remains an essential element in overcoming this resistance.

After the Chinese government's crackdown in 1989, Mr. Oksenberg criticized calls in the United States for isolating China. To do so at a time when a "greater China" linking China, Taiwan, and Hong Kong was evolving, he said, would be to return to the "feckless policy"

practiced by the United States before the 1970's.

Mr. Oksenberg admits he is still learning how to lead the center. Soon after he arrived, some researchers and students criticized his administrative style as well as changes he was proposing, such as replacing permanent staff members who retire or resign with short-term visiting scholars.

Mr. Oksenberg says: "My style is to test out an idea and see how people react." He acknowledges, however, that figuring out how best to consult colleagues "is part of my education in what being an executive of an educational institution entails." (Last month, the center's Board of Governors approved many of his proposed changes.)

Tensions, Mr. Oksenberg says, have generated rumors and fears. One rumor that had intelligence operatives' being invited to the center was completely baseless, he says. He does contend, however, that military officers should be invited. "It's unthinkable," he says, "that we not have people from various military organizations participate" in programs that address regional stability and development.

Despite his sometimes rocky start, Mr. Oksenberg says he remains upbeat about leading the center. The presidency, he says, provides him with "a sense of intellectual continuity" for an interest in China that he first acquired as a child: His father's hobby was studying Mongolia, Manchuria, Tibet, and Kazakhstan.

While an undergraduate at Swarthmore College, Mr. Oksenberg knew he wanted to pursue an academic career and was struck, he says, by the paucity of scholarship on the Chinese Revolution. China, he says, "clearly was going to be a rising power, and I sensed our nation needed some expertise."

His interest in China has never flagged. In fact, he notes, the field has little attrition. "China is so intellectually challenging," he says, "that you know that at the end of a lifetime, you still won't understand the place."

INTERNATIONAL NOTES

■ Israel to consider proposals for an Arabic university

■ Britain may phase out traditional three-term academic year

■ Australia sets up fund to help Russian scientists immigrate

Israel's new government will consider establishing the country's first Arabic-language university.

During the negotiations last month over the formation of the new ruling coalition, Israeli Prime Minister Yitzhak Rabin and his Labor Party provided written assurances that they would, among other things, form an official commission to consider proposals for the establishment of an Israeli university in which Arabic would be the language of instruction. The assurances were addressed to the Arab Democratic Party, which has promised to support the new government from outside the coalition.

Israeli Arab leaders have long advocated the establishment of such a university, which they say would both serve as a cultural and educational center for the country's Arab minority and help reduce what they claim is discrimination against Arabs in Israeli higher education.

The vast majority of Israeli political and educational leaders have always opposed the idea, on the grounds that such a university would serve as a center for Arab nationalism and be detrimental to Arab integration into Israeli society.

—HERBERT M. WATZMAN

Britain's traditional three-term academic year, with a long summer vacation stretching from June to October, looks as if it will soon disappear, a victim of the relentless growth in enrollment in higher education and of government pressure to reduce tuition costs.

The Higher Education Funding Council, the government agency that appropriates funds to universities, has called on the chairmen of the vice-chancellors' committee and other higher-education leadership organizations to review the academic calendar. They are being asked to consider whether the three-term academic year is a

barrier to higher-education expansion.

In most British institutions, undergraduates begin their studies in late September or October. A Christmas vacation usually runs from early December to January. The next term—still called the Lent term at Oxford and Cambridge—runs until Easter or so, while the summer term is often only made up of May and June.

"Many institutions have made or are considering changes to the traditional three-term year and the organization of courses," said David Harrison, chairman of the Committee of Vice-Chancellors and Principals. "This review will help insure the full implications are understood, including costs."

The Higher Education Funding Council is anxious to examine what it says are the "space constraints" which may inhibit the ability of higher-education institutions to accommodate additional students."

—DAVID WALKER

The Australian government is helping impoverished Russian scientists take up research positions at some of its universities.

The government has established a fund to provide loans to help finance the immigration, as many highly qualified experts from Russia and other former Soviet republics do not have the hard currency to pay for the trip to Australia.

The fund is being used to assist a maximum of about 3,000 scientists and their families from the former Soviet Union and 3,000 from countries in Eastern Europe. The fund is administered on behalf of the government by an independent committee—the International Organization for Migration.

In the first year of the program, the organization expects to arrange the immigration of as many as 2,500 applicants.

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92-1

Neuro Dropping

IN RECENT YEARS, many institutions have sought to change from colleges to universities. For instance, Christopher Newport College became Christopher Newport University on July 1. (It was founded as part of the College of William and Mary in 1960).

In a twist, the College of Charleston—founded in 1770—has spawned the University of Charleston, but will retain its original name for most of its activities. The University of Charleston comprises "the graduate, research, and grant programs" and has a newly named chancellor, **Gordon E. Jones**, who will work with the president of the college, now **Harry M. Lightsey, Jr.** Mr. Lightsey will be succeeded by **Alex Sanders** on October 1.

After **Steven Altman**, president of the University of Central Florida, resigned abruptly a year ago after reports of his using escort services, the university lost no time in naming his successor, **John C. Hitt**, provost and interim president of the University of Maine, was named last December and took office in March.

Mr. Hitt has been working to put together a new administrative team. He was helped toward that end last month when Provost **Richard Astro** and **Michael Bass**, vice-president for research, both resigned, effective in August 1993. Mr. Astro, who came to the university in 1986, is a tenured professor of English. Mr. Bass—at the university for five years—plans to remain on the physics faculty and spend more time on his laser research.

As for Mr. Altman: He has moved to Southern California and started a management-consulting business.

A strange, and strained, situation developed at the University of Colorado at Denver's graduate school of education last month when its dean refused to vacate his office for his successor, **William F. Grady** had been informed last December that his contract would not be renewed and **Tom Bellamy**, former dean of the school of education at Drake University, was named to succeed him, effective July 1. Mr. Grady contends that there is a year left on his contract. The matter is now in the hands of the lawyers.

Citing the state's continued financial crisis, the California State University Board of Trustees recently approved salaries for three new campus presidents but no raises for incumbents. Said **Barry Munitz**, the system's chancellor: "Our sitting presidents' salaries are below compensation paid to some deans elsewhere, not only behind presidents of other universities. Sometime in the future we have to address getting our people more competitive."

AIDS has had a major effect on many college campuses: Virtually every week, at least one of the deaths noted in our columns can be laid to the disease.

A new example of openness arrived at *The Chronicle's* offices last week in the form of a press release from the University of Minnesota at Morris, announcing the resignation of **Edward Rewolinski**, vice-chancellor for finance, stating: "Rewolinski has been diagnosed with having Acquired Immune Deficiency Syndrome."

Mr. Rewolinski was quoted as saying: "I have greatly appreciated the opportunity to serve the Morris campus of the University of Minnesota. The quality of the people, their strong work ethic, and commitment to this campus is beyond reproach. I have valued my tenure here."

Gazette

APPOINTMENTS, RESIGNATIONS, & DEATHS



Carol D. Surles
California State University
at Hayward



Kalyan K. Ghosh
Worcester State
College



Narcisa A. Polonio
Harcum Junior
College



Anne Rankin Mahoney
University
of Denver

Gordon E. Jones
University
of Charleston

■ **New college and university chief executives:** Condie Campus of Phillips Junior College, Leslie E. Pritchard; East Texas Baptist U., Bob E. Riley; Graduate Theological Union, Glenn R. Bucher; Harcum Junior College, Narcisa A. Polonio; Navajo Community College, Augustine Martinez; Nazarene Theological Seminary, A. Gordon Wetmore; Orlando College-South of Phillips Colleges Inc., Barbara A. Huybers; Phillips Junior College (Mo.), Barbara Loven; Tampa College-Pinellas County Campus of Phillips Colleges Inc., Mark Page; University of Tennessee at Knoxville, William T. Snyder; Worcester State College, Kalyan K. Ghosh; Yosemite Community College District, Pamela Fisher.

■ **Other new chief executive:** Association for the Advancement of Social Work With Groups, John H. Ramey.

Appointments, Resignations

Jaquelyn Alexander, professor of special education at Our Lady of the Lake U., to dean of the School of Education and Clinical Studies.

Allen O. Baldwin, acting vice-president for information technologies at Loyola U. Chicago, to vice-president.

Roland E. Becht, academic dean at College of Mount St. Joseph, to vice-president for academic affairs and dean of faculty at Marilla College (Wis.).

Richard C. Bowers, vice-chancellor for academic affairs at U. of Maine System, has announced his retirement, effective September 1.

Jan F. Brzezinski, director of corporate, foundation, and group support at Franciscan Foundation for Health Care (Tacoma, Wash.), to vice-president for development and university relations at Pacific Lutheran U.

Nelson C. Britz, executive director of Greenville (N.C.) Museum of Art, to director of the new Marianna Klutler Beach Art Museum at Kansas State U.

Yoni Brooks, chair of journalism and mass communication at New York U., to dean of the school of communications at Pennsylvania State U.

Glenn R. Bucher, vice-president for academic affairs and dean of faculty at Columbia Theological Seminary (Ga.), to president of Graduate Theological Union.

Lynn Scott Cochran, head of user services and assistant to the university librarian at Virginia Polytechnic Institute and State U., to dean of library and learning services at Marymount U. (Va.).

John W. Cooley, former associate dean of business at Indiana State U., to dean of the college of business administration at Roosevelt U.

Cathy Cox, former resident assistant at Baruch College, to director of residence life at Cardinal Stritch College.

Bernard A. Coyle, vice-president for academic affairs and research at Palmer College of Chiropractic, to vice-president for academic affairs at Western States Chiropractic College.

Ellen Day, consultant in Cedar Rapids, Iowa, to director of college relations at Mount Mercy College.

Mary L. Dedinsky, former managing editor at Chicago Sun-Times, to associate professor of journalism and assistant dean of the school of journalism at Northwestern U.

A. Robert Dehart, president of De Anza College, has announced his retirement, effective December 1.

Tina R. DiSalvo, associate director of alumni affairs at Allegheny College, to director of alumni and parent relations at Hiram College.

Alan M. Donley, consultant in Hiram Village, Ohio, to director of student financial services at Hiram College.

K. Stanley Drake, Jr., assistant vice-president for facilities at Auburn U., to acting vice-president for administrative services.

Margot I. Duley, director of the honors program and associate professor of history at U. of Toledo, to head of the history and philosophy department at Northern Michigan U.

Yulia Wen-Hung Tu Dutka, associate professor of reading and educational media at Montclair State College, to dean of the school of education and educational services at Baruch College of City U. of New York.

Cleon Engel, executive director of institutional advancement at Northwestern College (Minn.), to vice-president for development.

Joan Evans-Hunter, former senior human-resources specialist at Computer Science Corporation (Norwich, Conn.), to director of human resources at Connecticut College.

Peter H. Fanquhar, associate professor of management at Carnegie Mellon U., to professor of management and director

of the Product Strategy Institute in the management center at Claremont Graduate School.

Pamela Fisher, vice-chancellor of Yosemite Community College District, to chancellor.

William J. Forde, Sr., director of trust services and planned giving at Oakwood College, to director of development at Stiles College.

Arthur N. Frank, former dean of Loyola Law School (Cal.), to dean of the school of law and vice-president of the law center at Widener U.

Ronald J. Fundin, executive assistant to the president and director of the Institute of Public Affairs at Fort Hays State U., to vice-president at Jefferson College (Mo.).

Arthur Gerson, Jr., professor of pediatrics and medicine at Baylor College of Medicine, to chief of pediatric cardiology and associate vice-chancellor for health affairs at Duke U. Medical Center.

Kalyan K. Ghosh, chief executive officer and vice-president for academic affairs at Worcester State College, to president.

Roger L. Gill, dean and professor in the school of graduate studies and continuing education at Northern Michigan U., to provost and vice-president for academic affairs at East Stroudsburg U.

David Hammett, professor of European history at U. of San Francisco, to academic dean at Christ School (Asheville, N.C.), to director of development at U. of North Carolina at Asheville.

Donald L. Harter, director of external affairs at Miller Communications (Boston), to director of public information at Berklee College of Music.

Robert B. Hayes, former president of Marshall U., to interim dean of the college of business.

W. Ben Hogan, dean of student affairs at Dean Junior College, to dean of student services at Locomotive College.

Larry D. Hornbaker, development officer at Pepperdine U., to executive vice-chancellor.

Richard L. Horvath, associate professor of English at Johnson & Wales U., to dean of academic affairs at the university's joint-venture campus with the U. of St. Martin on St. Maarten.

John A. Huybers, director of Orlando College-South of Phillips Colleges Inc., to president.

Sandra Hvidsten, associate director of public relations for the medical center at Georgetown U., director of undergraduate public relations for the university.

Christine Jang, assistant director of annual giving at Susquehanna U., to director of continuing education.

Vance Jenkins, development-staff writer at Furman U., to director of communications for development.

Bo C. Johnson, director of corporate relations at Massachusetts Institute of Technology, to vice-president for development at Carnegie Mellon U.

Gordon E. Jones, dean of the school of science and mathematics at College of Charleston, to chancellor of the college's U. of Charleston.

Joe M. King, professor of biological sciences at Murray State U., to dean of the college of sciences at U. of New Orleans.

Mimi Knight, athletics director at Southern Seminary College, to dean of students.

Rishi Kumar, associate dean for academic programs and professor of economics in the college of business and administration at Wright State U., to dean of the college.

Helen K. Lafferty, associate dean of the college of liberal arts and sciences at Villanova U., to university vice-president.

Barbara Loven, director of Phillips Junior College (Mo.), to president.

Anne Rankin Mahoney, professor of sociology at U. of Denver, to director of women's studies.

Augustine Martinez, director of Pueblo Community College at Cortez and Durango, to president of Navajo Community College.

Donald C. Mundinger, president of Illinois College, has announced his retirement, effective in June 1993.

Bonnie H. Neumann, consultant in San Diego, to dean of arts and sciences at East Stroudsburg U.

Mark Page, director of the Tampa College-Pinellas County Campus of Phillips Colleges Inc., to president.

Narcisa A. Polonio, vice-president for development at Harcum Junior College, to president of Harcum Junior College.

Leslie E. Pritchard, director of the Condie Campus of Phillips Junior College, to president.

John D. Randall, interim superintendent and president of Napa Valley College, to interim superintendent and president of College of Marin.

Bob E. Riley, president of Howard College (Tex.), to president of East Texas Baptist U.

John J. Salas, interim vice-president for academic affairs at Rhode Island College, to vice-president.

William D. Schafer, dean of student life at Illinois Institute of Technology, to dean of student life at U. of Denver.

John M. Shugart, director of development at Bentley College, to vice-president for development and alumni affairs.

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John J. Salas, interim vice-president for academic affairs at Rhode Island College, to vice-president.

Carol D. Surles, former vice-president for academic affairs at Jackson State U., to vice-president for administration and business affairs at California State U. at Hayward.

Frank J. Thandell, dean of instruction at Coffeyville Community College, to dean of vocational-technical education at Jefferson College (Mo.).

Nathaniel Thibault, director of development at Miami Heart Institute, to executive director of alumni relations at U. of Miami.

Tom Van Groningen, chancellor of Yosemite Community College District, has retired.

Robert E. Vozzella, director of international cooperative education at Northeastern U., to dean of cooperative education.

Robert E. Wahl, vice-president for academic affairs at Gannon U., to academic vice-president at Fairfield U.

Scott Waugh, professor of history at U. of California at Los Angeles, to dean of social sciences.

A. Gordon Wetmore, president of Northwest Nazarene College, to president of Nazarene Theological Seminary (Mo.).

Michael A. Whiteham, director of the Instructional Resource Center and associate professor of English at Alabama State U., to vice-president for student development at Hardin-Simmons U.

Frederick K. White, chairman of health and physical education and associate dean of education at Kennesaw State College, to dean of the College of Health and Professional Studies at Georgia Southern U.

Lee J. Williams, assistant provost and assistant vice-president for academic affairs at U. of Scranton, to vice-president for academic affairs at U. of St. Thomas (Tex.).

Kenn Williams, associate vice-president for university relations at Southwestern U., to vice-president for development at U. of the Ozarks.

Marilyn Williamson, acting provost and senior vice-president for academic affairs at Wayne State U., to provost and senior vice-president.

Michael Zavalle, vice-president for administration at Baruch College of City U. of New York, to senior vice-president and executive vice-president for administration.

IN THE ASSOCIATIONS

John H. Ramey, associate professor emeritus of social work at U. of Akron, to general secretary of Association for the Advancement of Social Work With Groups.

Joey Scott, former executive vice-president for academic affairs at Wichita State U., to vice-president for academic and international programs at American Association of State Colleges and Universities.

Deaths

H. Verlan Andersen, 77, former professor of accounting at Brigham Young U., July 16 in Orem, Utah.

Michael B. Bever, 80, former professor of materials science and engineering at Massachusetts Institute of Technology, July 17 in Cambridge, Mass.

Richard Bjornson, 54, professor of French and Italian and of comparative studies at Ohio State U., July 16 in Columbus, Ohio.

Nina Ruak Hosh Carson, 78, former dean of women at Emory U., July 14 in Atlanta.

Ralph A. Deterling, Jr., 75, professor of surgery at Tufts U., July 24 in Boston.

Hillard B. Huntington, 81, former professor of physics at Rensselaer Polytechnic Institute, July 17 in Troy, N.Y.

Anthony Jeng, 53, associate dean of the school of dentistry at Boston U., July 22 in Boston, Mass.

Allen Newell, 65, professor of computer science at Carnegie Mellon U., July 19 in Pittsburgh.

Susan Conrad MacKenzie, 57, former director of the master's program in reading and language in the graduate school of education at Harvard U., July 25 in Belmont, Mass.

Joseph L. Mattivi, 34, assistant professor of business management at Gallaudet U., July 15 in Washington.

George L. Mahren, 79, former Assistant Secretary of Agriculture and former professor of agricultural economics at U. of California at Berkeley, July 25 in San Antonio.

F. S. C. Northrop, 98, former professor of philosophy and of law at Yale U., July 22 in Exeter, N.H.

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